

# English Language Curriculum

## Teacher's Guide

Level: Nursery  
Term: III

# NOTE FOR TEACHERS

The period from two to six years of age is the most appropriate time for children to absorb and learn languages.

For young children learning a second language (English language to our case) is not a problem provided it is presented in a meaningful way – through conversation. They must be given plenty of time to listen and to understand before they can be expected to speak.

Children naturally absorb language by listening and imitating others. Since children coming to our schools have different social and cultural backgrounds, it is important to provide them with a wide variety of experiences and opportunities to express their thoughts and feelings. Speaking, listening, reading and writing go hand in hand. Therefore, we must try to provide an environment integrating all four modes of language skills so that their progress in the arena of language is natural and with ease:

What I hear I can say  
What I say I can write  
What I write I can read

## LANGUAGE READINESS

### Speaking – Listening

1. General Conversation
2. Enrichment of vocabulary
  - a. Classified Cards
  - b. General Nomenclature Cards
  - c. Things in the Environment
  - d. Vocabulary Basket
  - e. Mystery Bag
3. News Period
4. Question Game
5. Sound Game
6. Stories and Poems
7. Other Games



## 1. General Conversation

The best way to develop speaking skills is to get children talking to them about themselves, their family pets, toys, favourite TV programs, friends, their home . . . etc. It should be an on going process. In the beginning the teacher will have to initiate the talk, until the children get confidence to do so themselves.

## 2. Enrichment of Vocabulary

This can be done early morning in the group lesson. Children must be exposed to a wide range of vocabulary and variety of words to make them express themselves. Children must be exposed to wide range enrichment through:

### a. Classified Cards

Each picture on the card depicts only one environment as a whole, and then several other cards bearing the pictures of that environment are shown e.g. classified cards can be of things in the bedroom, garden, kitchen etc.

### b. General Nomenclature Cards

Each card bears a picture of one thing only without any time on it e.g. car, boat, hat, fan, cap etc.

### c. Things in the Environment

It contains objects, which the child sees around him both indoors and outdoors.

E.g.: Indoors – chair, table, fan, door, window etc.

Outdoor – tree, flowers, swings, slide etc.

### d. Vocabulary Basket

The vocabulary basket contains miniature objects e.g. airplane, book, iron, candle, purse, train etc. Names of things are taught by correct pronunciation. Objects are taken out one by one from the basket and shown to children. First children can be asked to name the objects and then the teacher tells them the name.



e. Mystery Bag

Make a cloth bag with 8 – 10 objects such as seashells, a corn, a torch, a spoon etc. Put your hand in the bag, take the object in hand and say “Oh! I have got something.” Keep describing the object as you feel it inside the bag. Ask the children if they can guess what it is. Then take out the object from the bag and name it. Later invite children to take turns and guess the other objects inside.

This develops the sense of depth and the power to visualize mentally.

### 3. News Period

Children must be encouraged to share their day to day experiences with peers. Give each child opportunity to speak. Encourage especially the shy ones to speak out.

Coax the child to give you as much news and information as possible. Giving the child a chance to listen and speak in a group helps him to gain confidence.

Objectives:

1. Gives confidence in speaking and expressing needs.
2. For avoiding language difficulties in future.

### 4. Question Game

Teacher can ask open-ended questions i.e. questions that have more than one possible answer. Basing her questions on the news that the child is sharing, the teacher can ask several interesting questions encouraging the child to talk e.g. if the child says ‘I had gone for picnic’, the teacher can ask where did you go for the picnic? Who else with you? What else did you do there?

Aims of this game:

1. To develop the ability of analysis
2. To enhance vocabulary
3. To build an orderly mind
4. To develop language



## 5. Sound Game (spy games)

1<sup>st</sup> stage: To identify an isolated object when the child initial sound of the name of the object is given i.e. one object in each child's hand or only one object on the table.

2<sup>nd</sup> stage: To identify an object out of many objects on the table when the initial sound of the name of the particular object is given, starting with two objects on the table then increasing to three, four, five and more objects on the table. Initial sound of the names of the children given to name the particular child.

3<sup>rd</sup> stage: No objects required:

o identify objects in the indoor and outdoor environment when the initial sound the name of the objects is given. Later any word beginning with a particular and e.g. words beginning with 'f' – fall, fat, find, first, far, fresh.

e first three stages of the game have to be played in this exact sequence.

e following stages of this sound game have to be played in any order that is convenient.

4<sup>th</sup> stage: To identify an object on the table out of many objects with the same initial sound, but when the last sound of the name is given e.g. – bed, beg, basket, bin, fan, fish, flower.

5<sup>th</sup> stage: To identify an object out of many objects with the same initial sound and the same last sound, but when the middle sound is given e.g. – pin, pan, pen, cat, cot.

6<sup>th</sup> stage: The teacher may ask the child to give many words with a particular sound either in the beginning end or in the middle e.g. – mango, camel, drum, farm, monkey, lemon, hammer.

7<sup>th</sup> stage: To analyze a word i.e. to break it up into its component sounds e.g. – h-a-t, h-e-n, f-l-a-g, t-a-p, b-oo-k.



### Objectives:

The child will be able to:

- Recognize sounds.
- Realize that words are a combination of sounds.
- Relate sounds to symbols.

## 6. Stories and Poems

Telling stories is one of the most effective ways of developing language. Stories should be simple and not long as children have short attention span and are unable to sit through/comprehend lengthy tales.

- Story-telling sessions should be held daily.
- Children should sit in a circle quietly and should be able to see the book, props or puppets.
- Different voice/facial expressions should be offered for different characters in the story.
- Stories can be repeated several times.
- Stories can be told / narrated to students 10 – 15 minutes before home time. Use visual aids, books, props, charts etc.

### Poems or songs

Music is the most interesting and fastest way of enhancing vocabulary. Choose songs about colours, numbers, alphabets, animals and their sounds etc. and the children will learn the lyrics in no time. Sing with actions and get involved with the children. If they are to jump, then jump with them.

## 7. Other Games

### Matching games

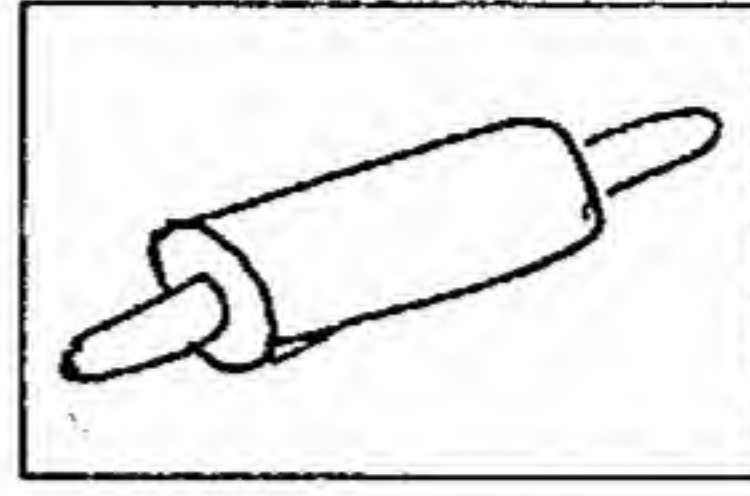
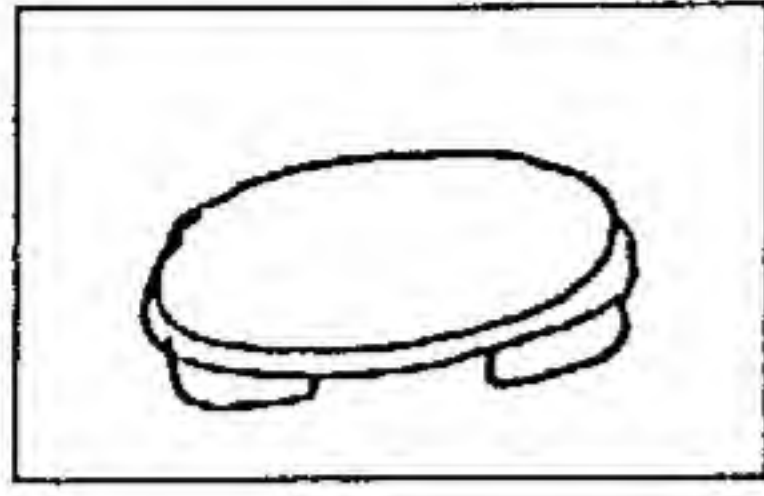
#### Game No. 1:

- a. Children can match pictures by matching the objects that are alike e.g.





Matching by association like e.g.



c. Children can match initial sounds or words:

S

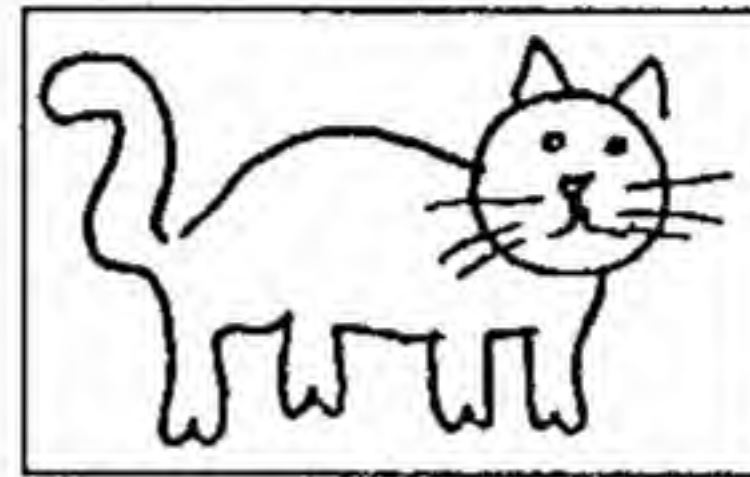
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Cap

Cap

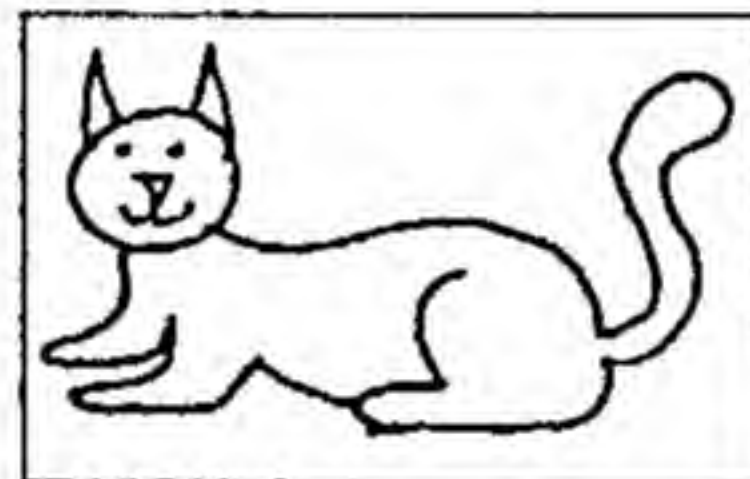
d. Initial sounds and pictures:

C



or word and picture

Cat



Initial sounds and words.

C

Cat

## Game No. 2

Make a board with equal squares drawn on it. Different letters will be written in each square. Flash cards having the same size as the squares on the board will be prepared. A picture will be drawn on each flash card. They will be kept in a basket. Children will select a letter and sort out the flash card with the starting with this letter. They will take the flash card bearing the picture beginning with the selected letter and keep it on the board. This game will continue till the whole board is filled with flash cards.



## Touch boards:

1. Touch boards and touch tablets help child to develop a light touch.
2. This helps in writing as child the frame and inset. He has to direct the hand in exact manner.

Besides these exercises, the exercises of practical life also develop muscles of the fingers and the forearms and this eventually helps in the mechanism of writing e.g. pouring water, pegging, threading beads etc.

## Direct Preparation of Writing:

### **a. Sand Paper Letters**

It helps the child to learn the correct formation of the letters. Three to four letters are introduced within a specified time frame. With two fingers the child learns to enact the formation of the letter.

The presentation should never be artificial. It should come naturally as games without letter. First merely pronouncing a sound such as 'a' or 'o' and then the word containing it. The child should join it and help to find other words. After a while produce the letter which has greater importance. Choose two or three letters. Taking each in turn. Show the child how to trace the letters with first two fingers of right hand, and the movement should be proper while writing. At the same time say the sound of the letter and give a few words which contain the sound. Let each child see how many words he can think of the various sounds. These games should be repeated many times both with or without teacher. The children should become familiar with letters and should acquire the habit of analyzing it by the sound in the word they know.

### **b. Metal Inset (these have been replaced with hard paper frames which can easily be duplicated)**

Gives freedom to move the pencil and direct it to where the child wants it to go and keep it in the prescribed limits.

To begin with, take the metal frame of the square. Place a square sheet of coloured paper on the wooden board and place the metal frame on that without its insets with a colours pencil draw around the empty space of the



cut out. Now lift the frame and the figure is reproduced in one colour on paper. Now take the inset and place it as exactly as possible within the figure. Draw on the paper by holding it firmly with one hand and with the other hand draw around the inset. Lift the metal piece and see its shape into different colours. After this with a coloured pencil holding it in the manner of writing, fill in the figure with any colours of his choice. To achieve the best result use the pencil gently backward and forward and encourage to make parallel lines by going from one end to the other in the figure. Ask the child to see if he can fill the whole figure without passing beyond the line of the inner figure. At later stage the child may super impose different figures using only the one inset in any manner of design that the child may wish to create, filling in the different spaces with colours of his own choice. His creative activities will be awakened.

### **Sand Tray**

Level a tray with dry sand and a separate one with wet sand and let the children practice tracing within to improve their hand control and muscular eye-hand co-ordination.

Child works independently and practices the formation of the English alphabet and numbers in the sand. Free hand drawing should also be practiced similarly.

### **Writing on the Boards/slates**

The child practically sees the teacher forming the letters. It is reinforced through different exercises of matching/joining. The child practices to form letters on the black board with chalk or individually on slates with chalk.

### **Tracing on dots**

Tracing in between the double lines/hollow letters. Starting point is given. Child writes in between the double lines. Control of error outline.

The awareness of the limit comes through this exercise. It also prepares children to trace on the dots.

### **Freehand Writing**

Helps the child to gain confidence through writing independently, without any guidelines or limits. Such scribbling should be encouraged.



## Indirect Preparation

1. Puzzles
2. Play dough
3. Pasting
4. Cutting

Working with puzzles, moulding play dough or plastiscine, cutting help in developing good muscular movement, gross motor skills and eye-hand co-ordination.



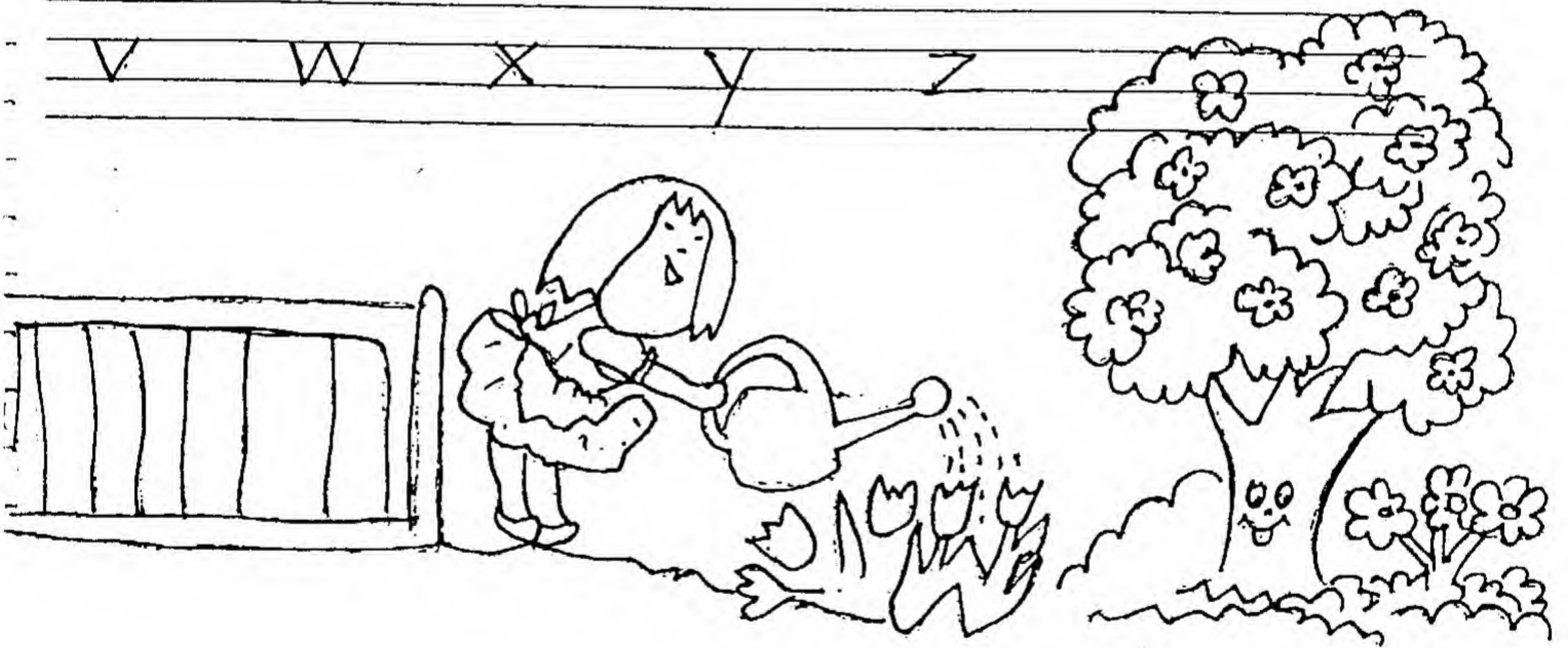
## Alphabet Writing Pattern

a b c d e f g

h i j k l m n

o p q r s t u

v w x y z





## Reference Sheet for Word Series

<b>at</b>	<b>an</b>	<b>in</b>	<b>ap</b>
bat	can	bin	bap
cat	fan	fin	cap
fat	man	pin	gap
hat	pan	sin	lap
mat	ran	tin	map
pat	tan	win	nap
rat	van		rap
sat			sap
			tap
<b>un</b>	<b>et</b>	<b>it</b>	<b>ot</b>
bun	bet	bit	cot
fun	get	fin	dot
gun	jet	hit	hot
nun	let	mit	got
run	met	pit	lot
sun	net	lit	not
	pet	sit	pot
	wet		rot

## Reference Sheet for Phonograms

	<b>oo</b>	<b>ch</b>	<b>sh</b>
l	book	chips	ship
l	cook	chat	shop
d	hook	chick	shoe
	look	chop	shut
l	rook	chin	shot
l		chit	



Subject: English  
Level: Nursery  
Term: 3

WK	Communication	Reading	Writing	Assessment
1	<ul style="list-style-type: none"> <li>- Reinforcement of all the letters done so far.</li> <li>- Introduction of the letter j</li> <li>- Fun Activities Making of jelly</li> </ul>	<ul style="list-style-type: none"> <li>- Text</li> <li>- Here is a shop.</li> </ul>	Writing a, b, c, d, e on the four lines in sequence.	
2	<ul style="list-style-type: none"> <li>- Introduction of 'an' and 'ap' words.</li> <li>- Introduction of names of various animals.</li> </ul> <p><b>Concept</b> Up and down * (Fun Activities) Poem Five little monkeys jumping.</p>	<ul style="list-style-type: none"> <li>- Text</li> <li>Here is a toy shop</li> <li>I like the toy shop</li> </ul>	Reinforcement of the letters done earlier.	Match and join.
	<ul style="list-style-type: none"> <li>- Topic of the month 'Profession'</li> <li>- Introduction to k p and u (Tracing in between the double line)</li> <li>- Reinforcement of 'at' words.</li> </ul>	Poem 'Cobbler, cobbler mend my shoes.'	Booklet of 'an' words.	
	<ul style="list-style-type: none"> <li>- Introduction to in and at words.</li> <li>- Stories and rhymes.( I like to sing when the sun is shining)</li> <li>- Concept: Long and short.</li> </ul>	- Text Peter is in the toy shop.	<ul style="list-style-type: none"> <li>- Tracing of k, p and u on the dotted lines.</li> <li>- Independent writing of the letters k, p and u</li> </ul>	
5	<ul style="list-style-type: none"> <li>- Reinforcement of at an op and in words.</li> <li>- (Nursery Rhyme)</li> <li>- Material work.</li> <li>- Opening and closing of bottles.</li> </ul>	- Text Jane is in the toy shop.	Book lets of in and at words.	Match and join.
6	<ul style="list-style-type: none"> <li>• Reinforcement of all the letters done so far.</li> <li>• Poem (Ding Dong bell)</li> <li>• Material work threading beads.</li> </ul> <p>(Fun Activities) Patters trains tracing</p>	Reinforcement of the text words.	Complete the Book lets. Writing in sequence a, b, c, work sheet.	Match and join page.



WK	Communication	Reading	Writing	Assessment
7	<ul style="list-style-type: none"> <li>• Reinforcement of all the letters done.</li> <li>• Oral introduction phonic sounds of the letter q.v. and w.</li> <li>• Discussion on favourite TV program.</li> <li>• Introduction to 'in' and 'ot' words.</li> </ul>	<p>- Text</p> <p>The dog is in the toy shop.</p>	<p>Tracing of the letter q, w and v in between the double lines.</p> <p>Writing names.</p>	Reinforcement
8	<ul style="list-style-type: none"> <li>• Reinforcement of all the done so far.</li> <li>• Concept few &amp; many empty and full. (Fun Activities)</li> <li>• Pattern tracing</li> </ul>	Reading periods to be utilized for reinforcement.	Reinforcement of all the work done so far.	Reinforcement



# Lesson Plan

## (English)

Level: Nursery

Term: 3

Week: 1

Communication	Reading	Writing	Assessment
<ul style="list-style-type: none"><li>- Reinforcement of all the letters do so far.</li><li>- Introduction of the letter j.</li><li>- Fun Activities Making of jelly</li></ul>	<ul style="list-style-type: none"><li>- Text</li><li>- Here is a shop.</li></ul>	Writing a.b.c.d.e. on the four lines in sequence.	



# Lesson Plan

## Communication

Level: Nursery

Term: 3

Week: 1

Day: 1

**Objectives:** The children will be able to:

- Memorize all the sounds done earlier.
- Recognize letters.

**Function:** Reinforcement.

**Activity:** Material work.

**Material:** Sand paper letters, sand tray, flash cards, board displays.

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**Procedure:**

The teacher will write the letters on the board and the children will be asked to recognize the letters and match the sounds with their related objects and pictures.

**Group Work:**

One group can work with the material and the other group can do the written exercise with the chalk on the board independently.



# Lesson Plan

## Communication

Level: Nursery  
Term: 3  
Week: 1  
Day: 2

1. **Objectives:** The children will be able to:
    - \* Emphasize visual memory.
    - Skills to recognize letter and its formation.
  2. **Function:** Introduction to letter j
  3. **Activity:** Colouring in the associated pictures.
  4. **Material:** Sand papers letters, sand tray, flash cards, work sheet.
- 

5. **Procedure:**

The teacher will give the introduction of the letter j and will draw the related pictures on the board also teach phone sound of the letter j along with the names of corresponding things.

**Group Work**

One group will work with the material and the other group will do the colouring in the associated pictures.

**Task :** (Fun Activities) Group actives 'making of Jelly.'



# Worksheet

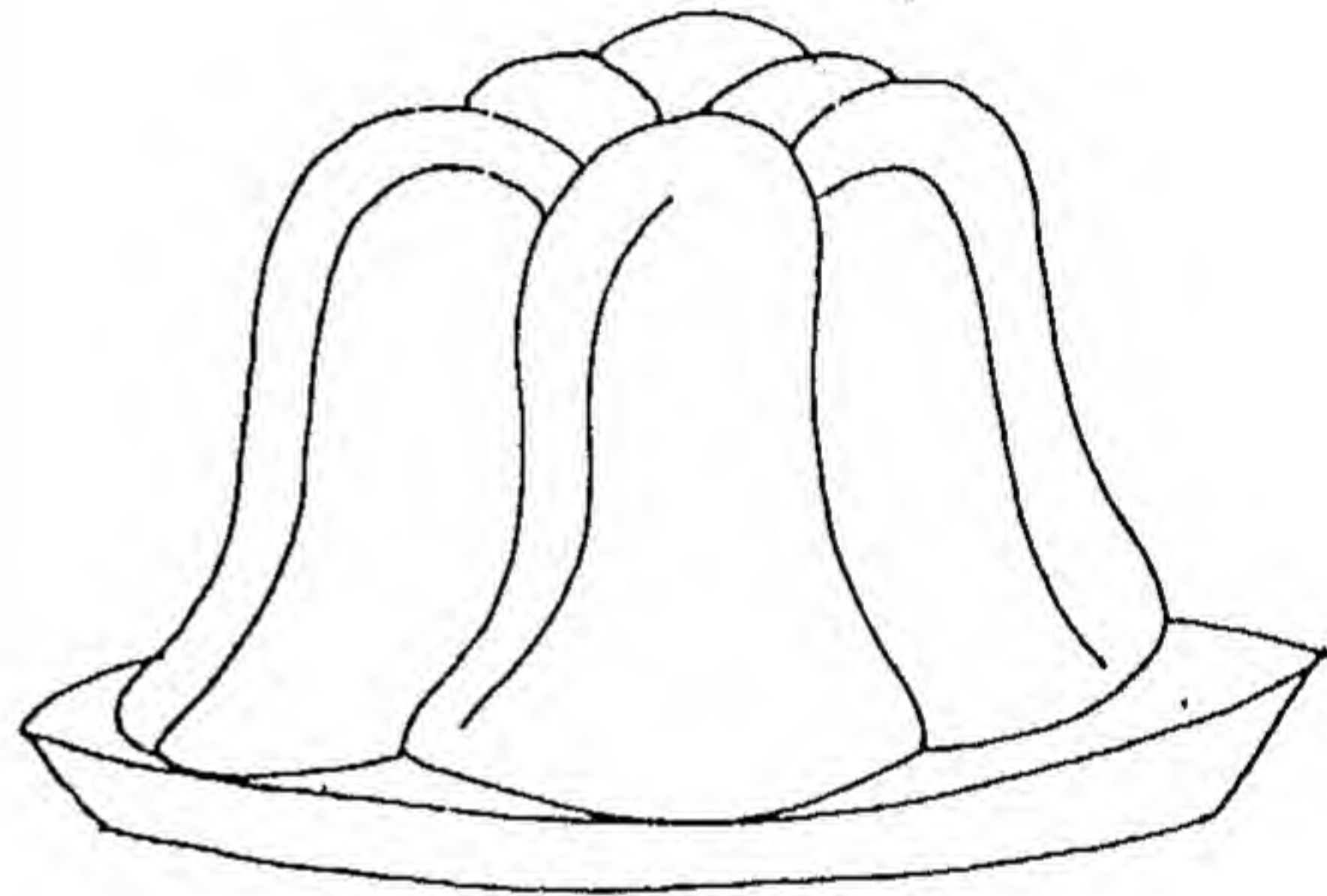
Level: Nursery  
Week: 1

Term: 3  
Day: 2

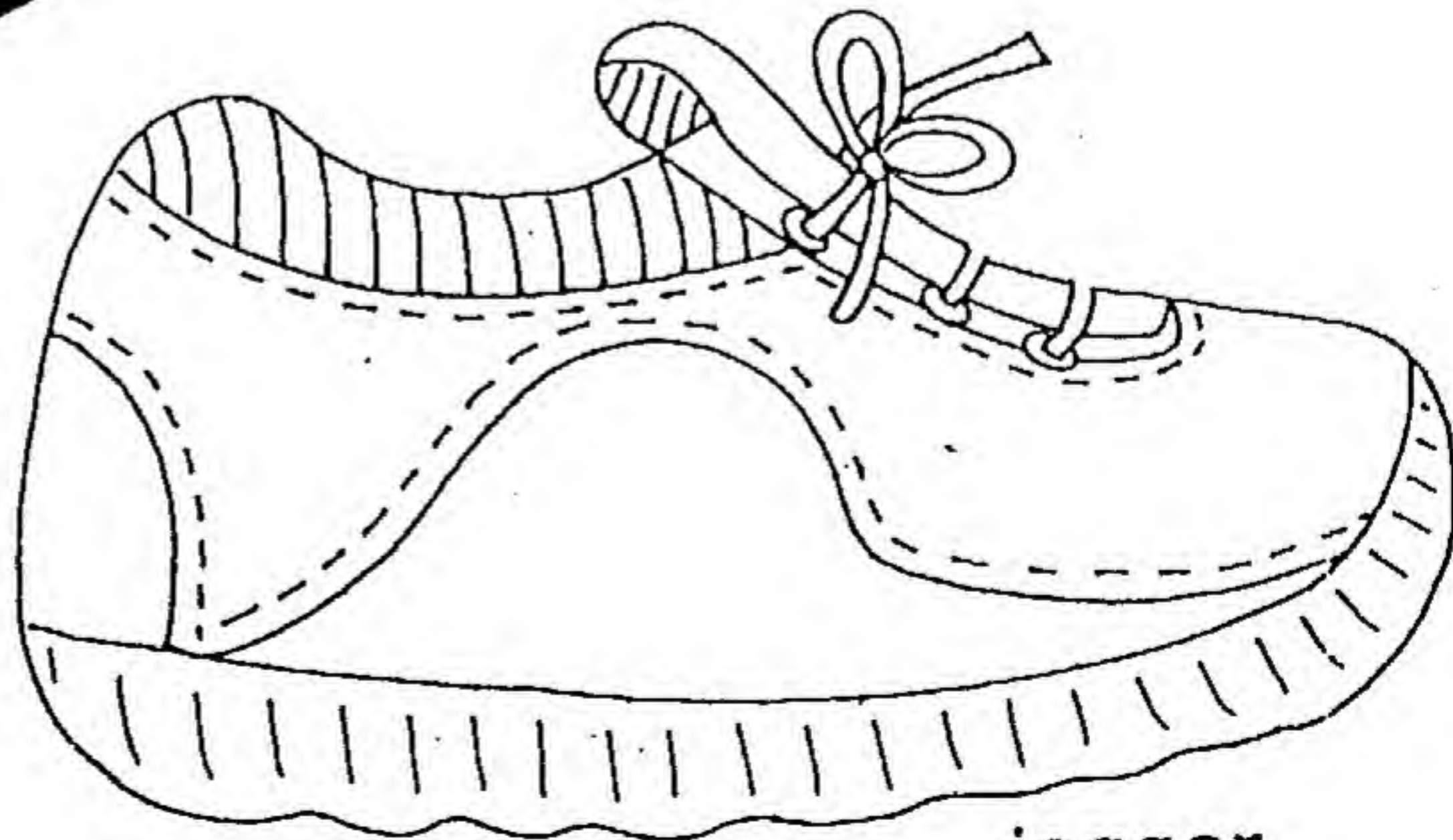
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day: \_\_\_\_\_

introduction to letter j



jelly



jogger



# Worksheet

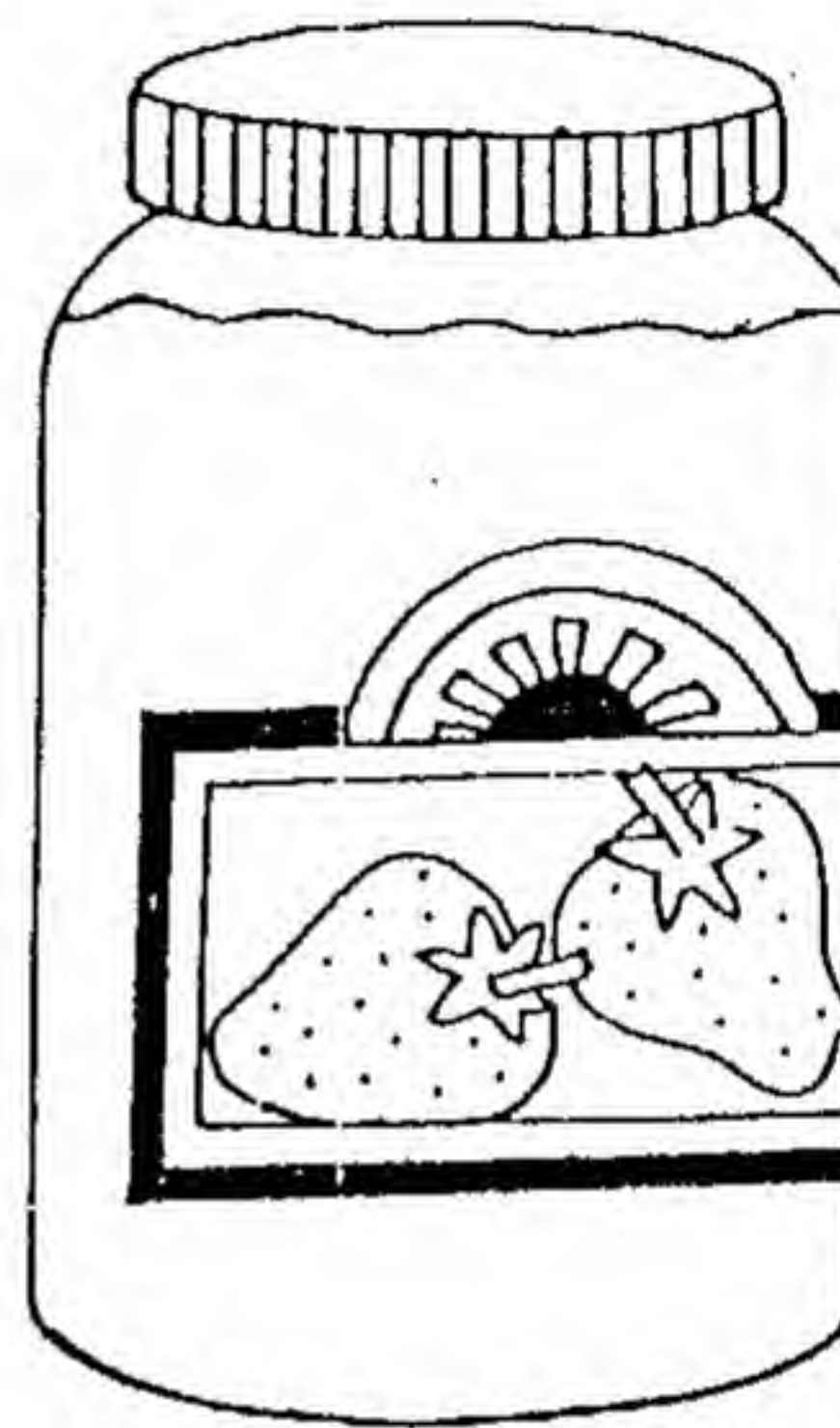
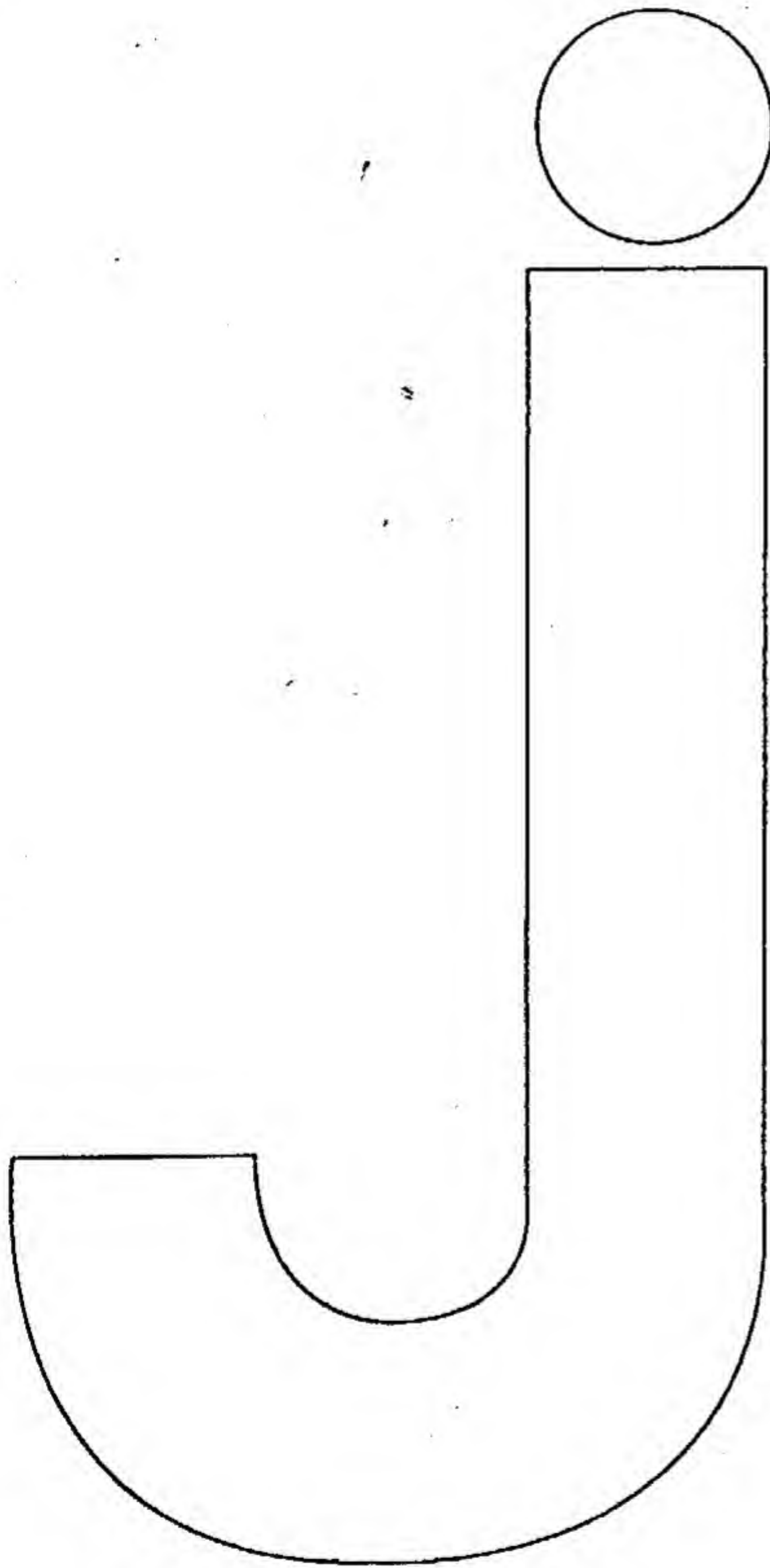
Level: *Nursery*  
Week: 1

Term: 3  
Day: 2

date: \_\_\_\_\_

day: \_\_\_\_\_

trace and colour



jam



jug



# Lesson Plan

## Reading Text

Level: Nursery

Term: 3

Week: 1

Day: 3

1. **Objectives:** The children will be able to:
    - Enhance their vocabulary.
    - Develop language.
  2. **Skills:**
    - Reading aloud.
  3. **Topic:**
    - Here is a shop (New word – a shop)
  4. **Material:**
    - Text page.
- 

### 5. **Procedure:**

Ask the following:

- Picture talk.
- What can you see in the picture?
- What is a shop?
- Have you been to a shop?

### **Reading aloud:**

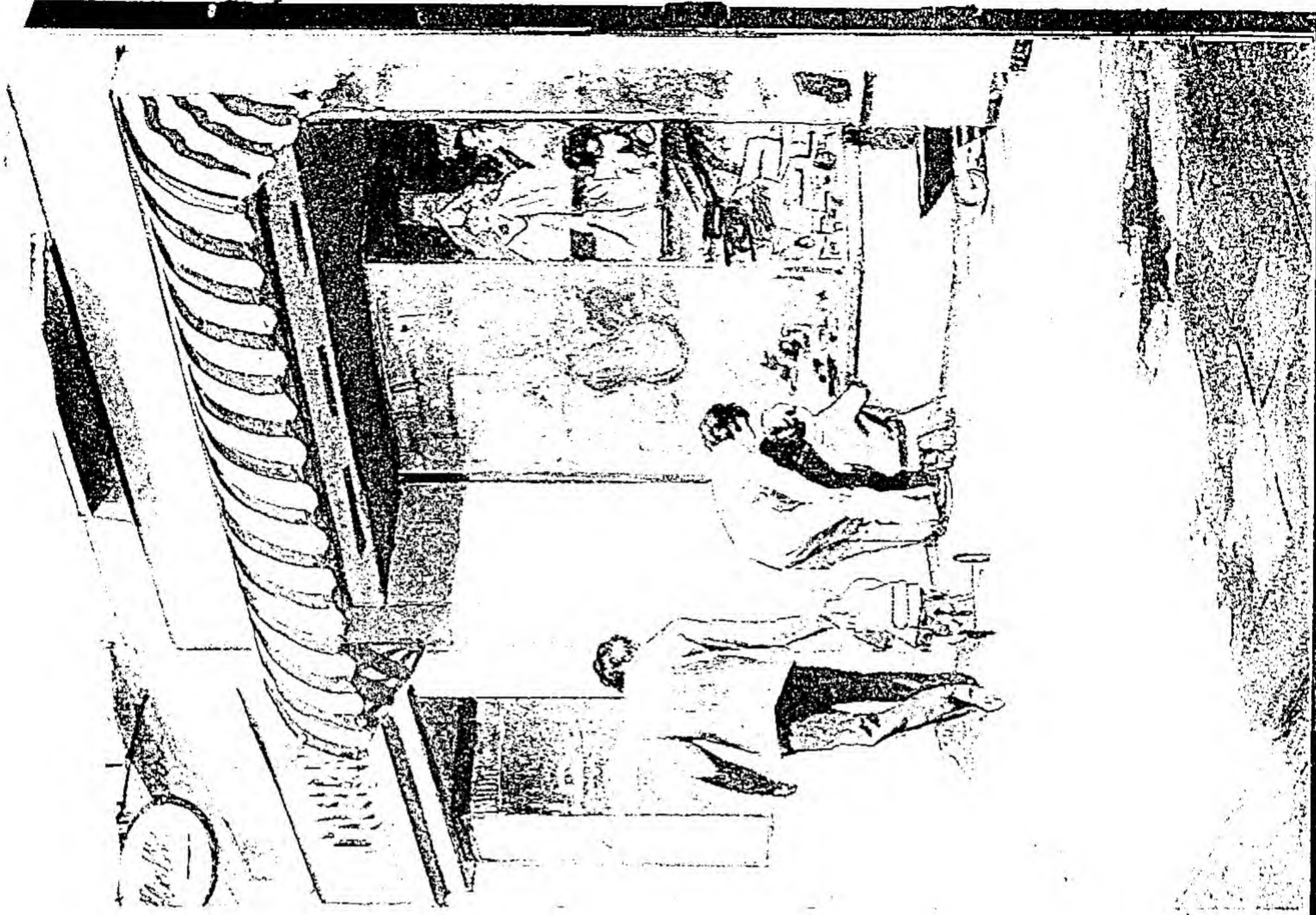
Distributes the text page and read the lines aloud, the children put their finger on the words and read aloud after you.

### **Individual Reading:**

Go to each child and ask her or him to read the lines.



Here is  
a shop.



ords

a shop



# Lesson Plan

## Writing

Level: Nursery  
Term: 3  
Week: 1  
Day: 4

- Objectives:** The children will be able to:
- Trace the letter with proper formation.
  - Emphasize visual memory skill to recognize letters their formation.
- Function:** Trace letter j in between the Double lines.
- Activities:** Coloring in associated pictures and material work.
- Material:** Sand tray, sand paper letters, flash cards, work sheet.
- 

**Procedure:**

Tracings of sand paper letters to get the sensorial impression. Discussing pictures that start with the mentioned sounds. Tracing of letter j in between the double lines starting from a given point.

**Up Work:**

One group can do the work sheet and one group can work with the material flash cards, sand paper letters etc..



# Worksheet

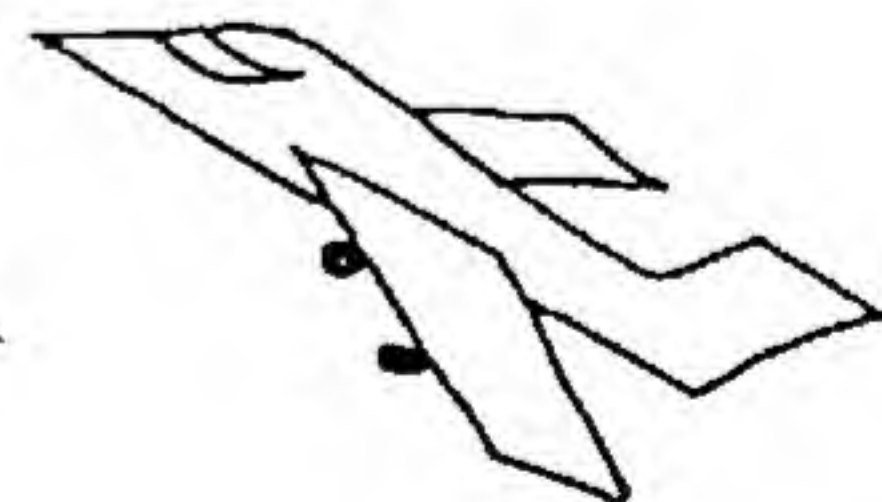
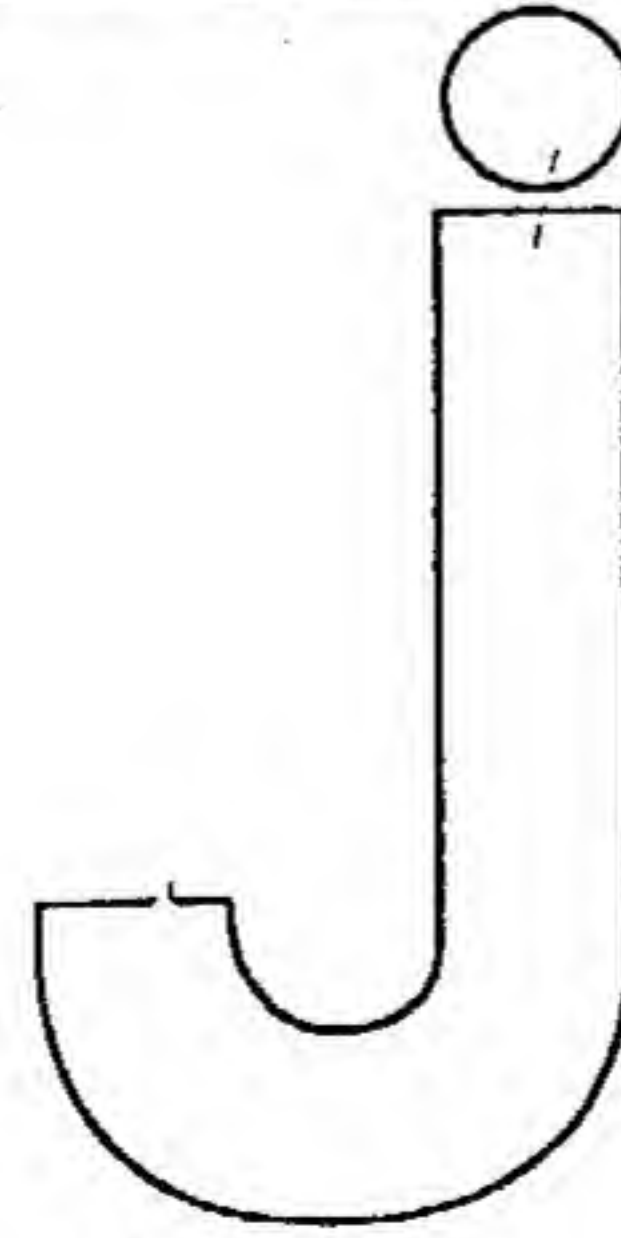
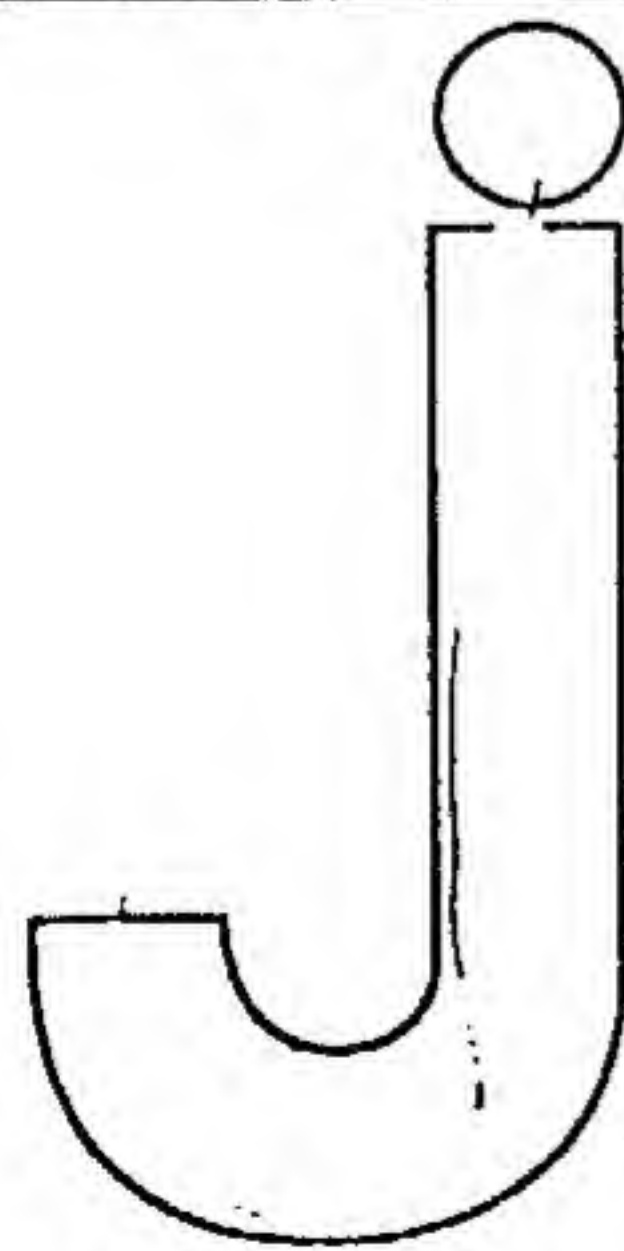
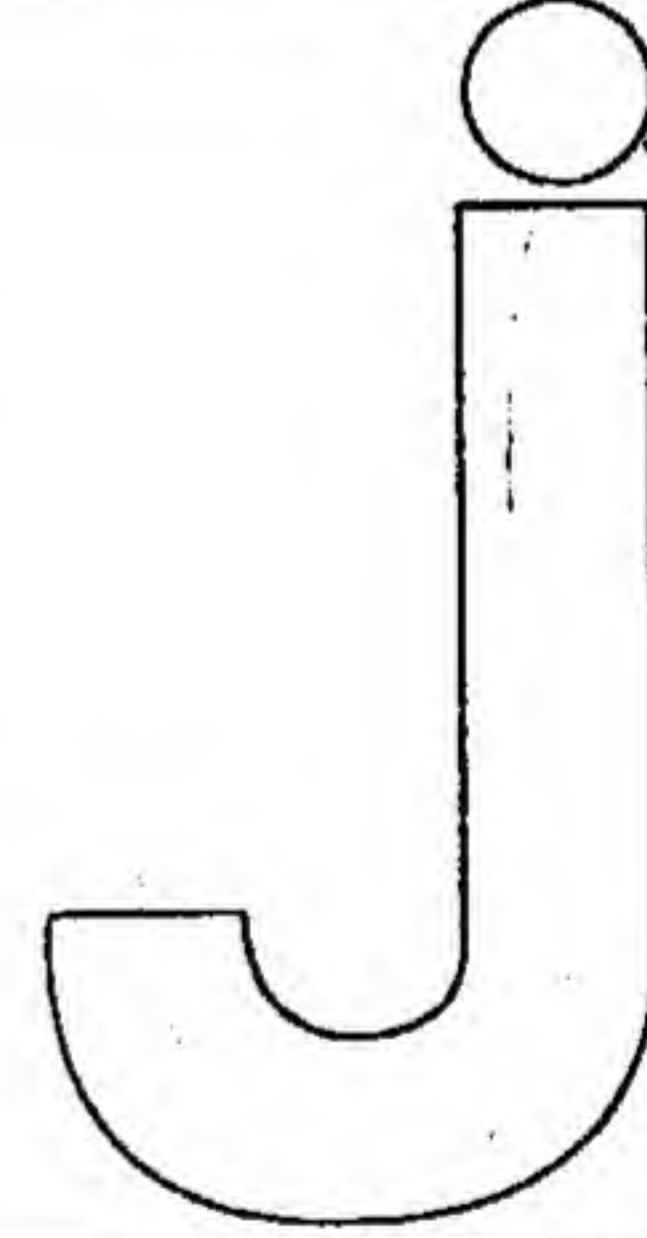
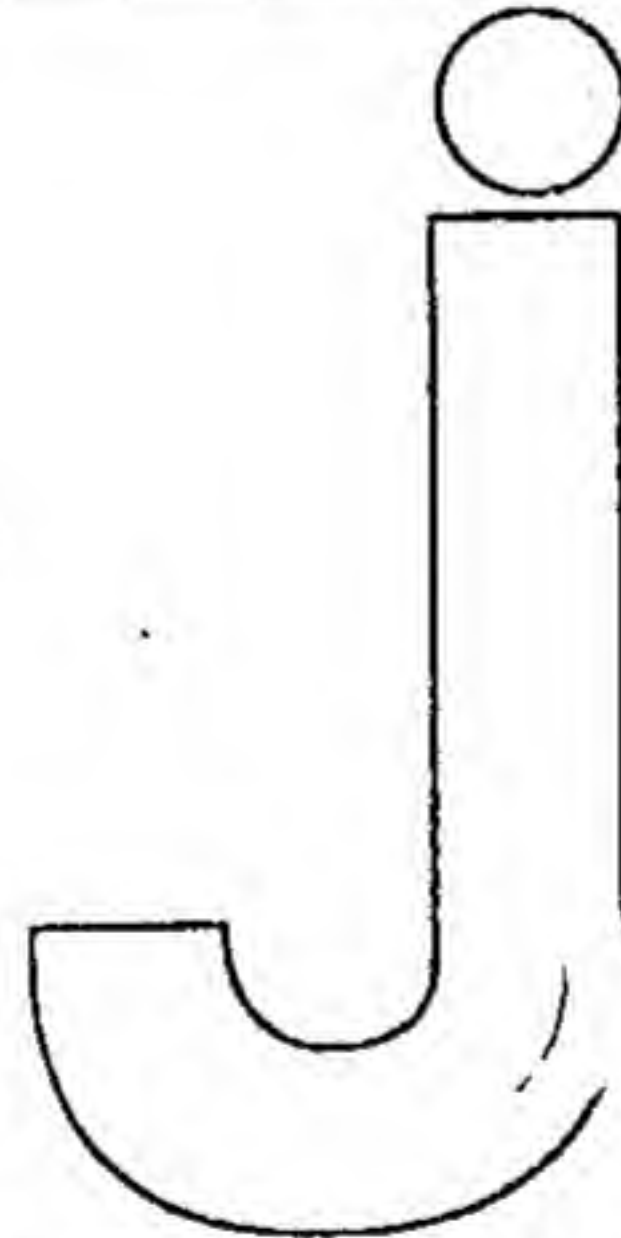
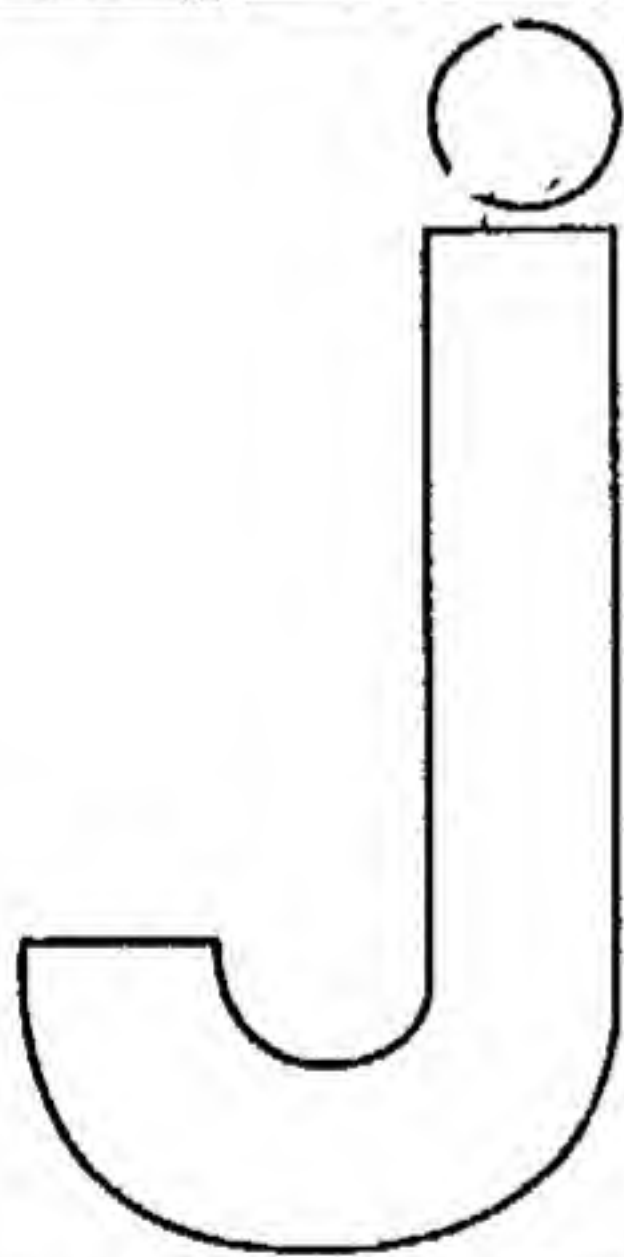
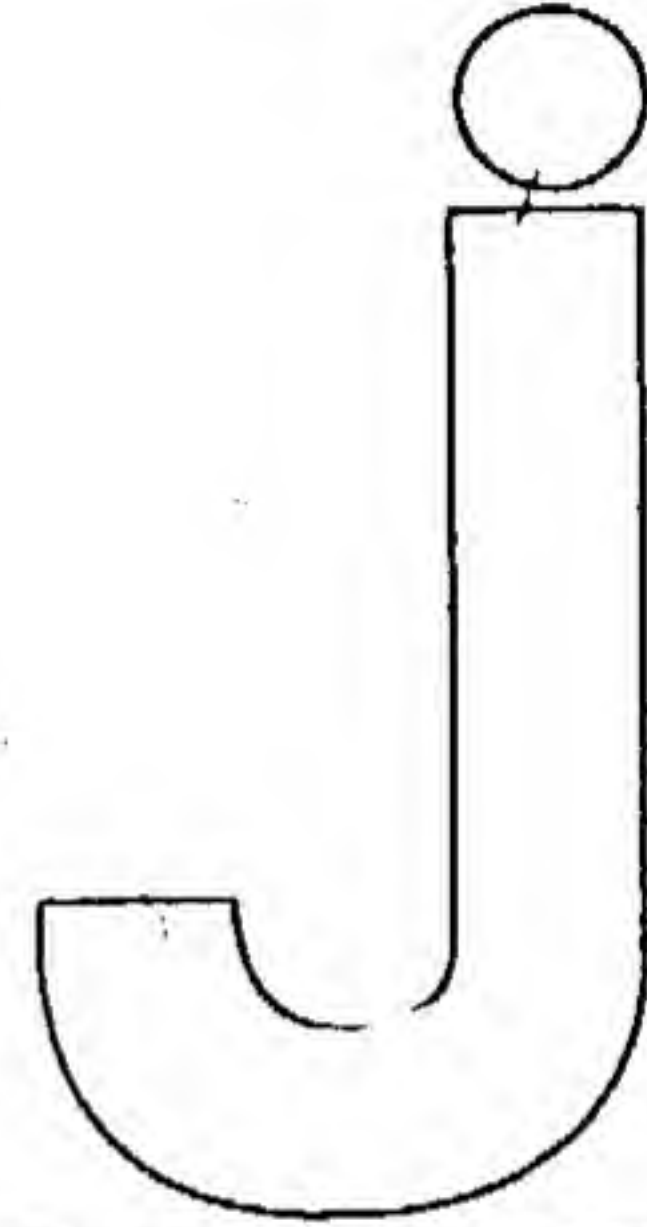
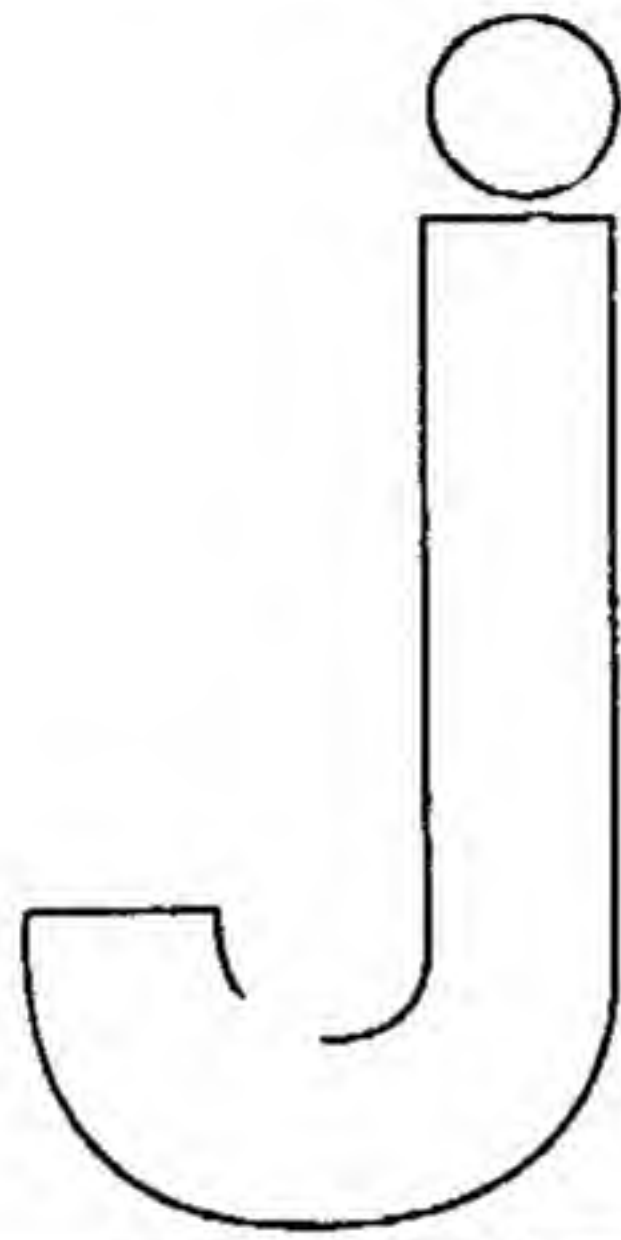
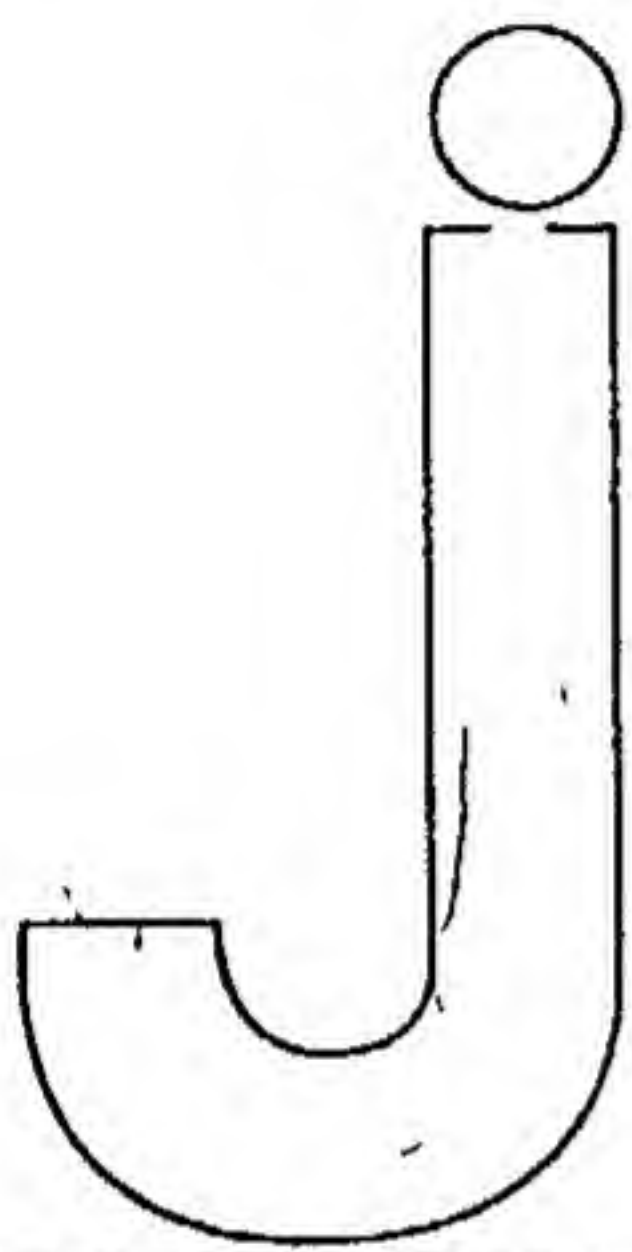
Level: *Nursery*  
Week: *1*

Term: *3*  
Day: *4*

date: \_\_\_\_\_

day: \_\_\_\_\_

trace and colour



jet



# Lesson Plan

## Writing

Level: Nursery  
Term: 3  
Week: 1  
Day: 5

1. **Objective:** The children will be able to:
- Trace the letter j with proper formation.
  - Write the letter j independently.

- Function:**
- Tracing on the dotted lines.
  - Writing independently starting from a given point.

**Activities:** Colouring in the associated pictures.

**Material:** Work sheets.

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**Procedure:**

The children will be able to trace the letter j with proper formation and will also write the letter independently.

**Work:**

As mentioned in the previous day's lesson plan



# Worksheet










Level: *Nursery*  
Week: 1

Term: 3  
Day: 5

date: \_\_\_\_\_

day: \_\_\_\_\_

write j



# Lesson Plan

## Writing

Level: Nursery  
Term: 3  
Week: 1  
Day: 6

1. **Objective:**      The children will be able to write letters with proper formation in sequence.
  2. **Function:**    -    Sequence a, b, c, d, e.
  3. **Material:**    -    Work sheets.
- 

4. **Procedure:**

The children will be given the work sheet and asked to write letters a, b, c, d, e in between the four lines from the starting point.



# Worksheet

Level: Nur.  
Week: 1

Term: 3  
Day: 6

write

a b c d e



# Lesson Plan

## (English)

Level: Nursery

Term: 3

Week: 2

Communication	Reading	Writing	Assessment
<ul style="list-style-type: none"><li>- Introduction of 'an' and 'ap' words.</li><li>- Introduction of names of various animals.</li></ul> <p><b>Concept</b> Up and down * (Fun Activities) Poem Five little monkeys jumping.</p>	<ul style="list-style-type: none"><li>- Text Here is a toy shop I like the toy shop</li></ul>	Reinforcement of the letters done earlier.	Match and join.



# Lesson Plan

## Communication

Level: Nursery

Term: 3

Week: 2

Day: 1

- Objectives:** The children will be able to:
- Make children aware of the fact that words are made up of different sounds.
  - Help children in analysis and formation of words.
- Function:** Introduction to 'ap' and 'an' words.
- Activity:** Material work.
- Material:** Sand tray.

### **Procedure:**

Teacher will introduce the series of three letter words by giving the presentation of words on the board. By writing letters and drawings on the board of associated pictures i.e. cap

Material work:

Children can trace the letter in the sand to make words.

Follow-up:

Work sheet, match and join.



# Worksheet

Level: Nur.

Week: 2

Term: 3

Day: 1

match and join

can

pan

fan

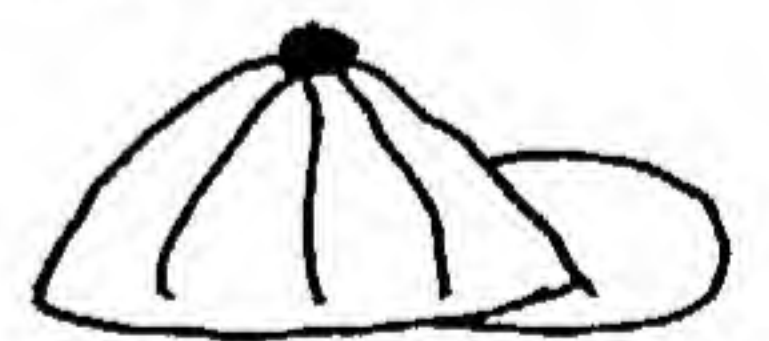
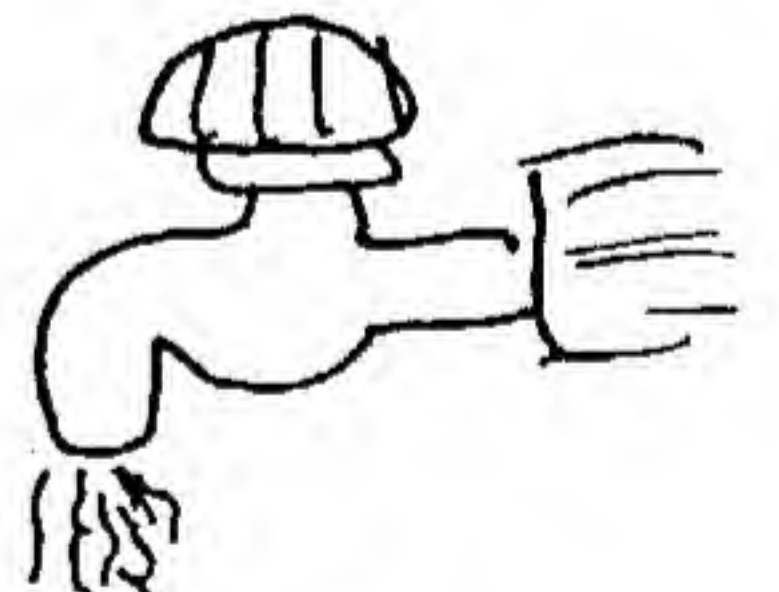
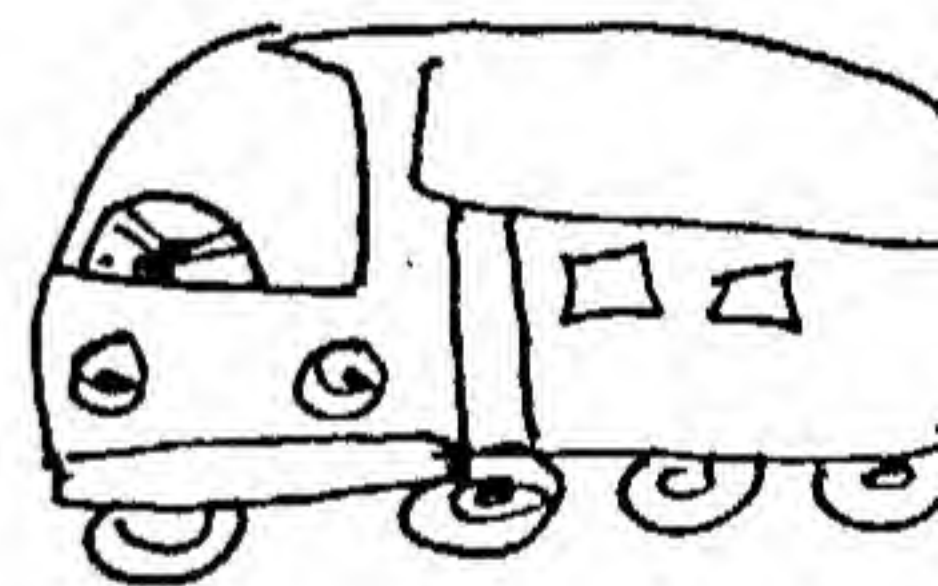
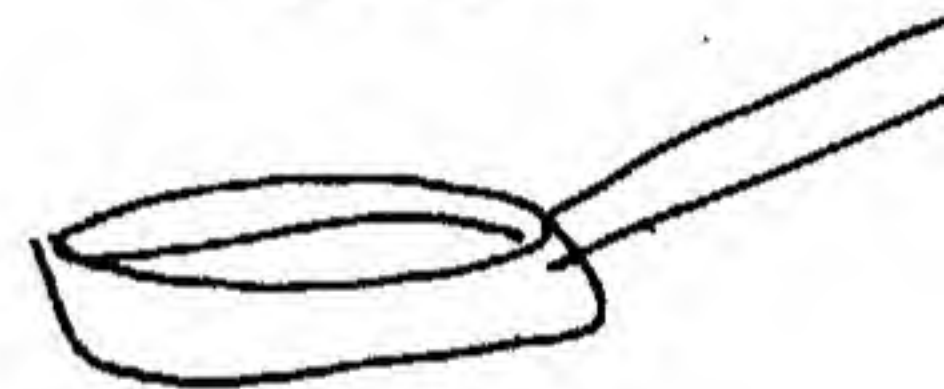
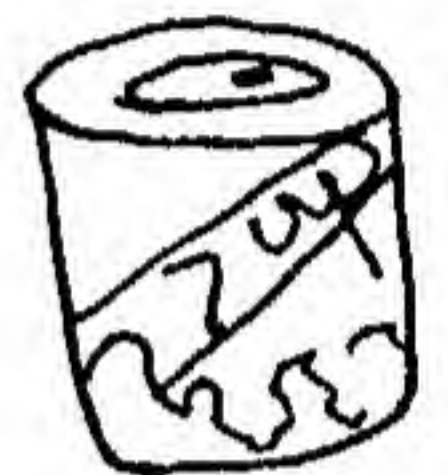
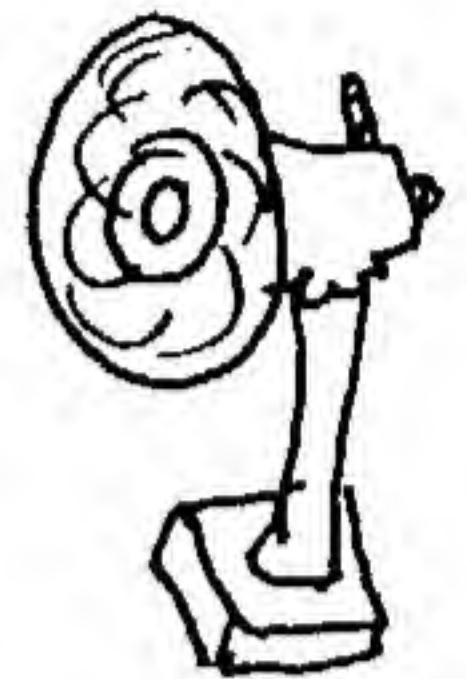
van

cap

map

nap

tap





# Lesson Plan

## Communication

Level: Nursery  
Term: 3  
Week: 2  
Day: 2

1. **Objectives:** The children will be able to:
    - Foster needs of language development by giving them opportunities to describe things of their own level.
  2. **Function:**
    - Introduction of names of various animals.
  3. **Activity:** Making of Animals face lead bands.
  4. **Material:** Board displays, books, flash cards, proper stuff toys.
- 

5. **Procedure:**

Showing flash cards and pictures of different animals and telling their colours, homes, babies and sounds.

Groups work:

One group can do the work sheets and one group can do the activities.



# Worksheet

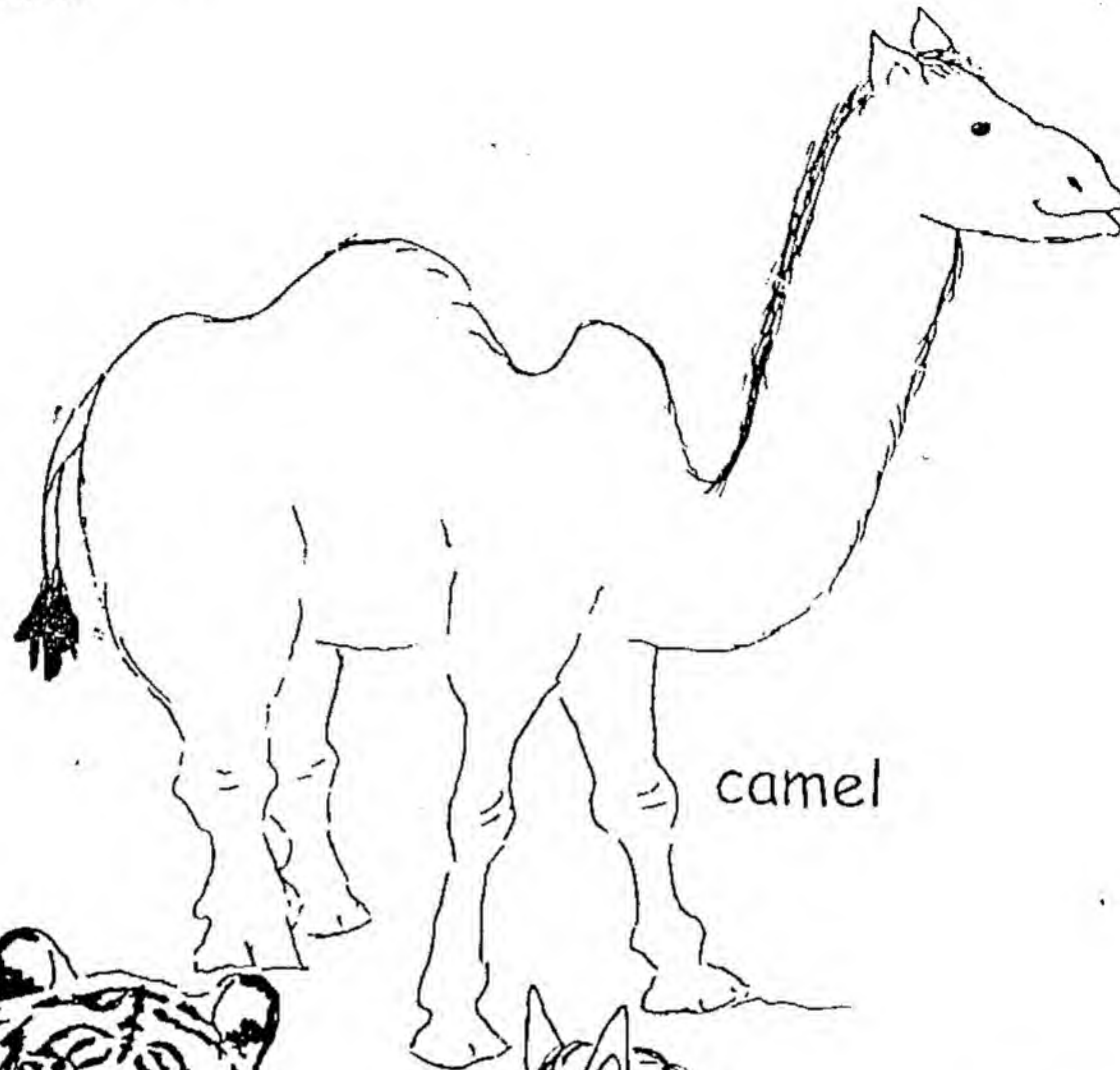
Level: *Nursery*  
Week: *2*

Term: *3*  
Day: *2*

Date: \_\_\_\_\_

Day: \_\_\_\_\_

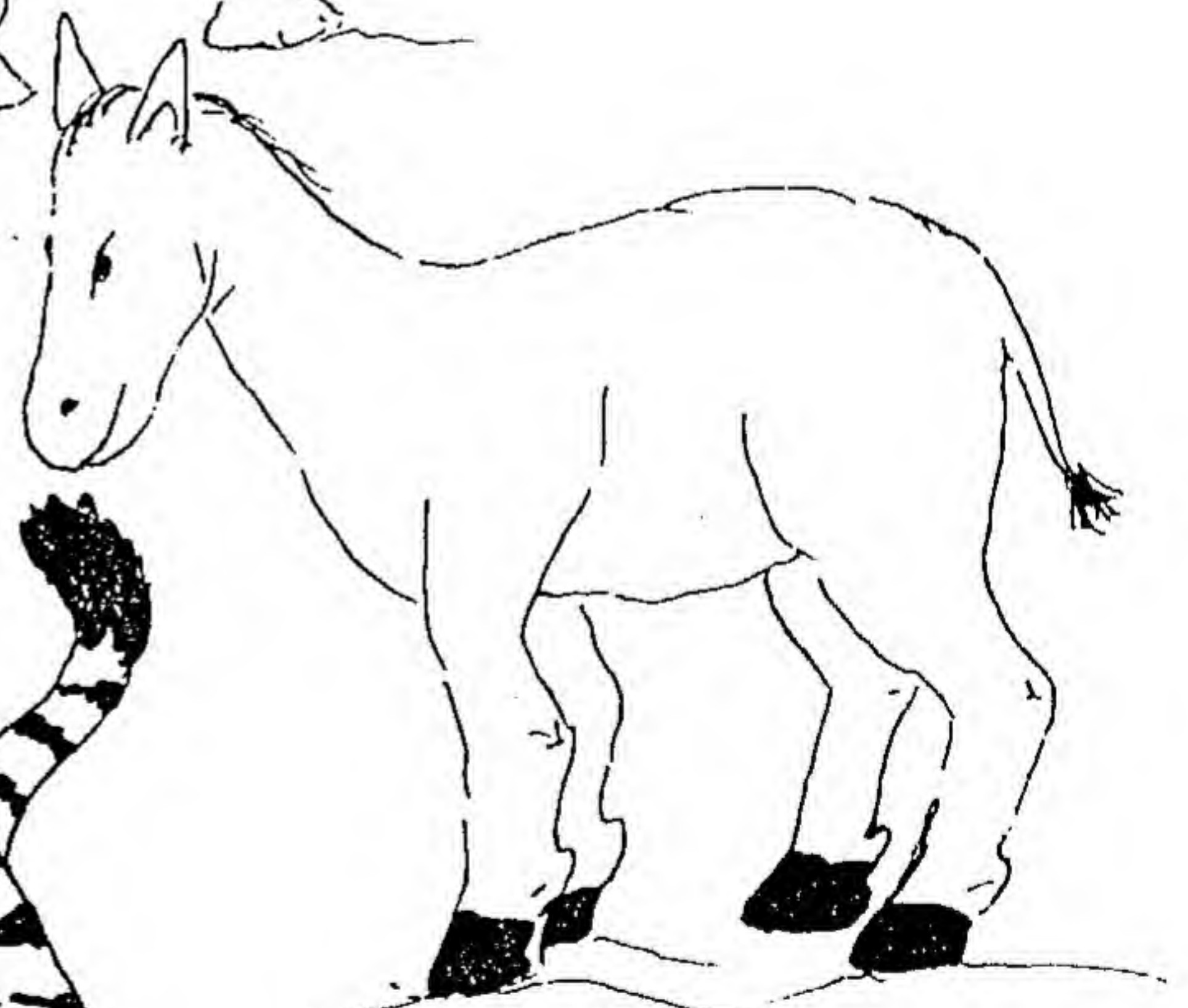
More Animals



camel



tiger



donkey



# Worksheet

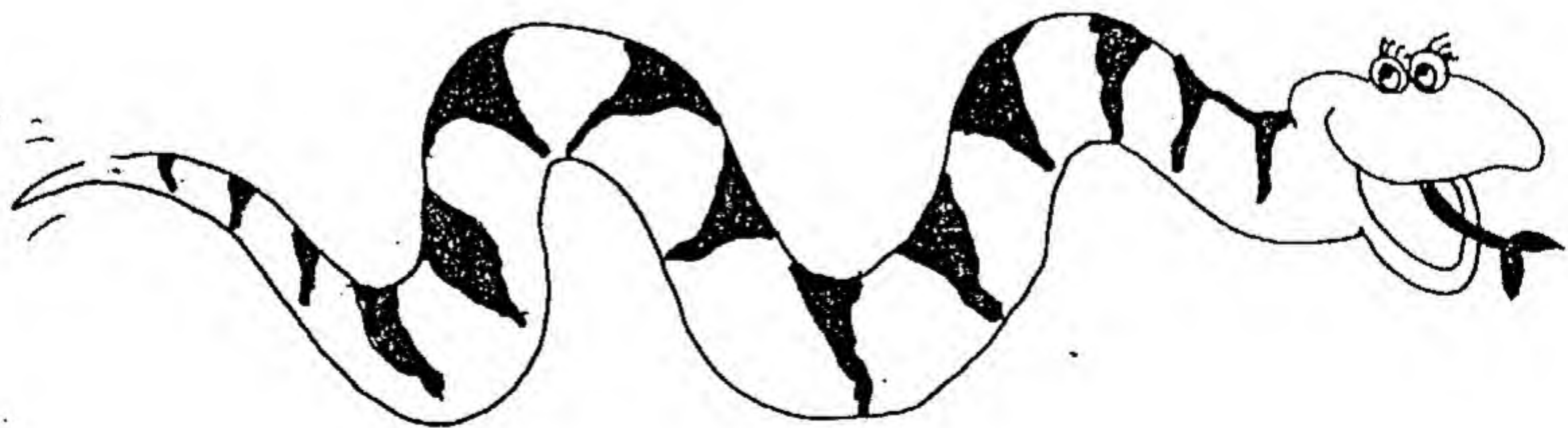
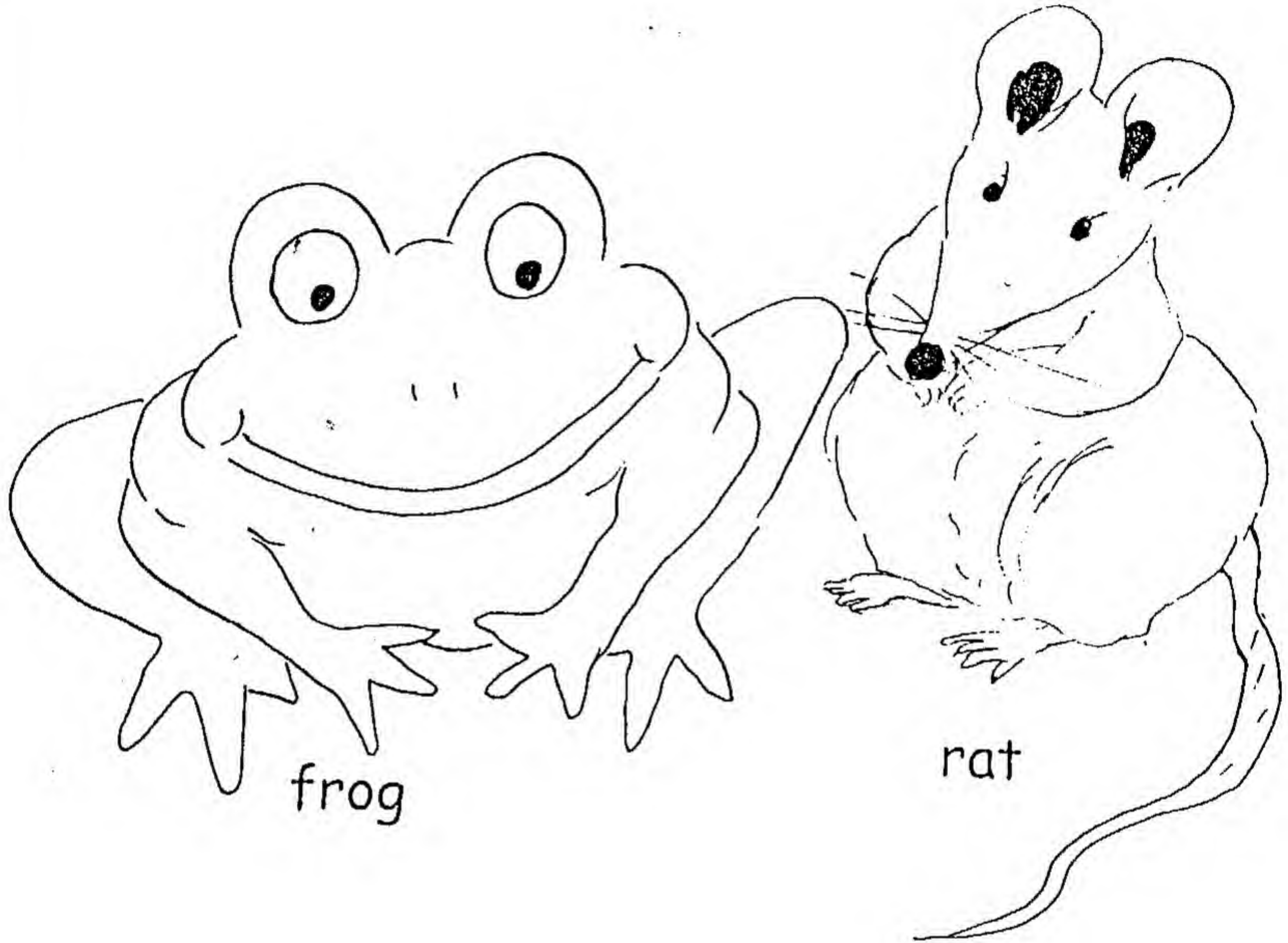
Level: *Nursery*  
Week: *2*

Term: *3*  
Day: *2*

Date: \_\_\_\_\_

Day: \_\_\_\_\_

Animals



snake



# Lesson Plan

## Communication

Level: Nursery  
Term: 3  
Week: 2  
Day: 3

1. **Objectives:** The children will be able to:
    - Offer broad experience and help children verbalize them.
    - Offer active learning.
  2. **Function:** Concept up and down.
  3. **Activity:** Colour the concept.
  4. **Material:** Work sheet.
- 

5. **Procedure:**

The teacher can take the children in the ground and make one child stand Up on the slide and the other down the slide, one on top of the stair and one down the stairs to show them and teach them the concept of up and down.

Follow-up:

Poem: (Five little monkeys jumping on the bed.)

# Lesson Plan

## Reading

Level: Nursery  
Term: 3  
Week: 2  
Day: 4

1. **Objectives:** The children will be able:
- Read and understand the words.
  - Develop language and reading skill.

**Skills:** Reading aloud.

**Topic:** Here is a toy shop.

**Material:** Text page

---

**Procedure:**

Ask the following:

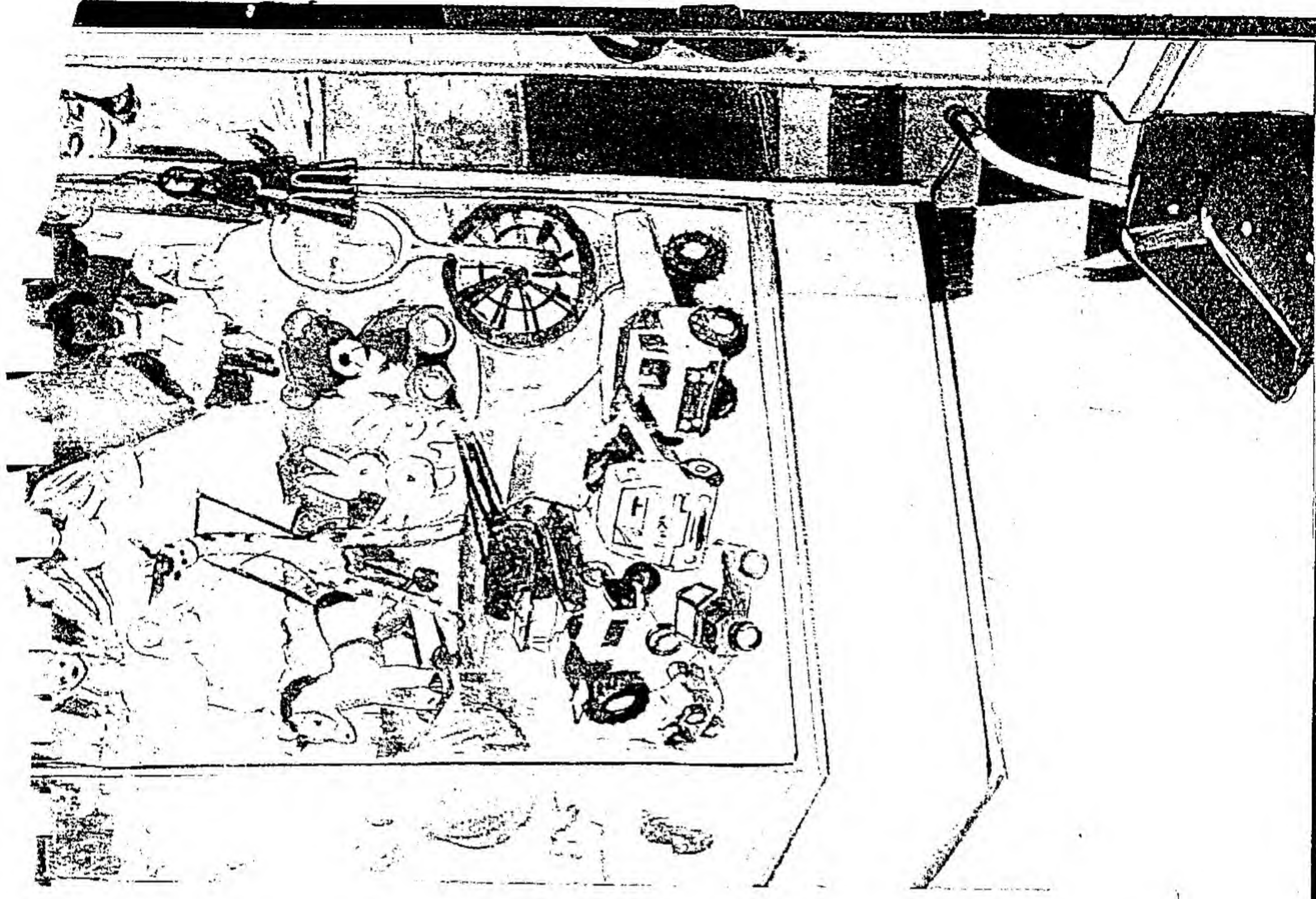
1. What can you see in the picture?
2. What is it about?
3. Can you name the things in the picture?
4. Have you been to a toy shop?
5. Do you like to play with the toys?

ng aloud:

Let the children read the text aloud after you more than once and later they can do the individual reading.



Here is  
a toy shop.  
I like  
the toy shop.



new word

toy



# Lesson Plan

## Writing

Level: Nursery

Term: 3

Week: 2

Day: 5

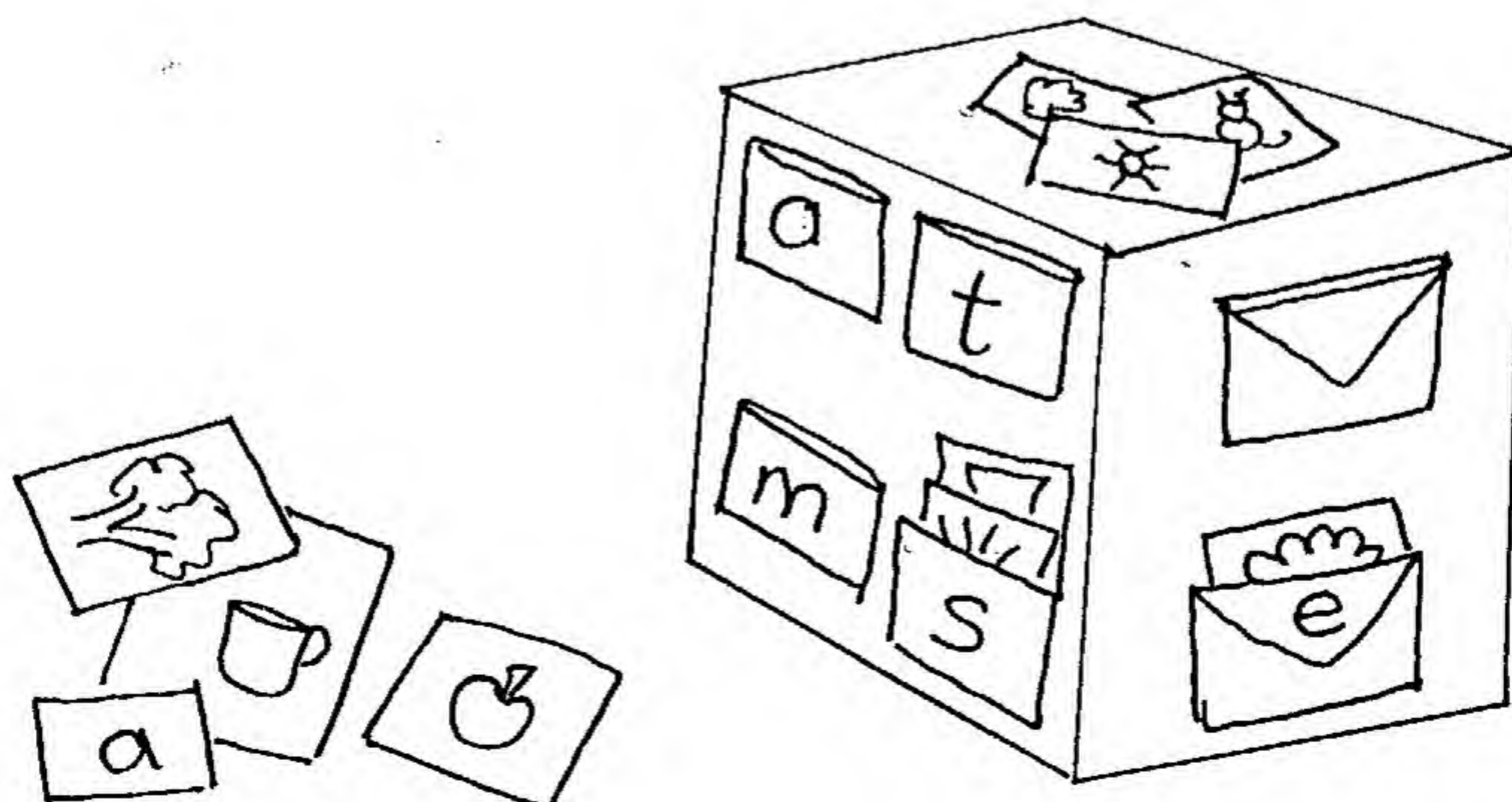
1. **Objectives:** The children will be able to:
  - Memorize the sounds learnt earlier.
  - Recognize letters done earlier.
2. **Function:** Reinforcement.
3. **Activity:** Colouring in the associated pictures.
4. **Material:** Work sheets.

---

### 5. **Procedure:**

Let the children do the reinforcement work sheet.

Make a letter box by covering a large box with paper and write the letter on top. Ask the children to bring into the things and pictures that begin with the letter and collect in it. Share the object with every one during circle time.





# Worksheet

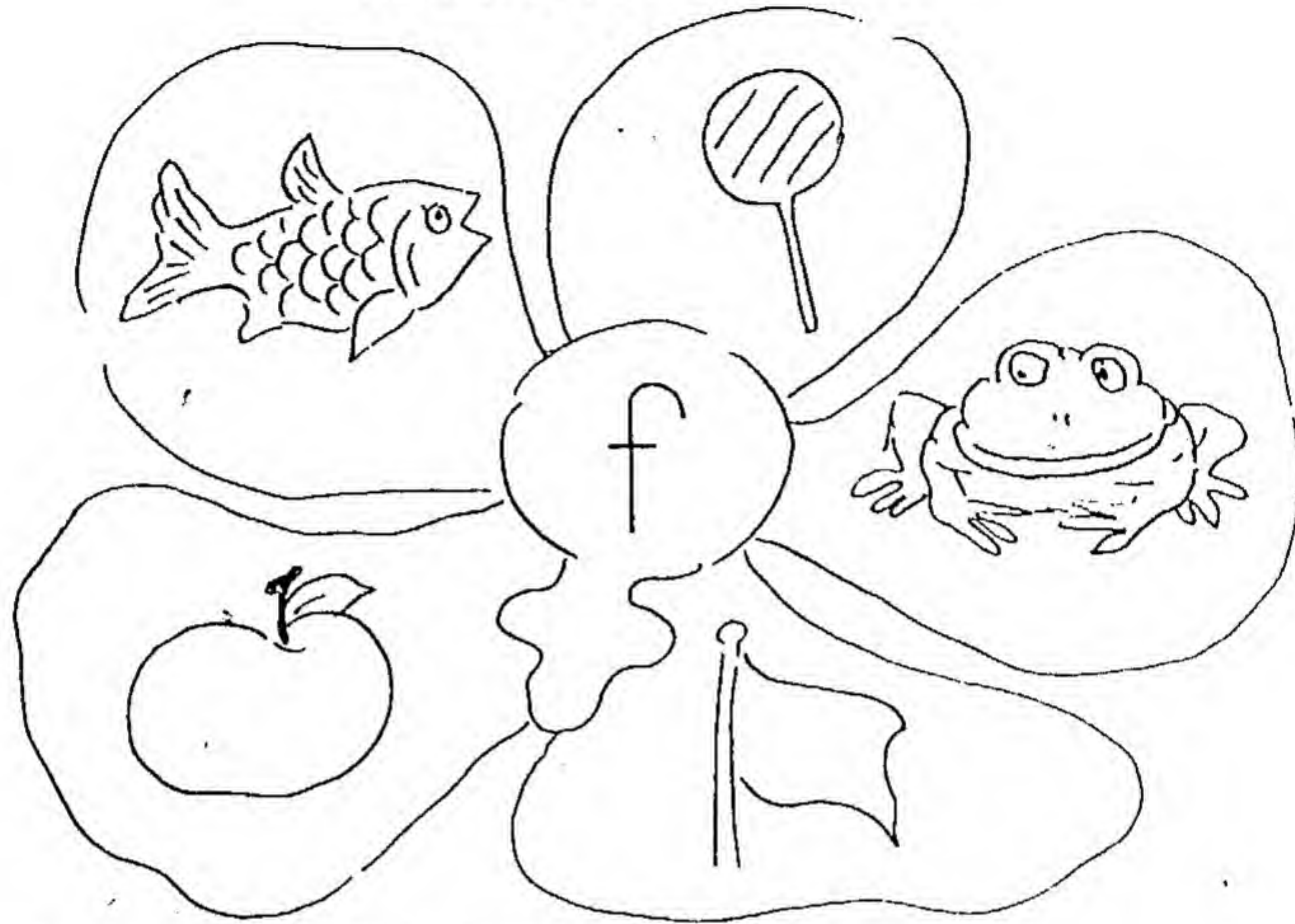
Level: Nursery  
Week: 2

Term: 3  
Day: 5

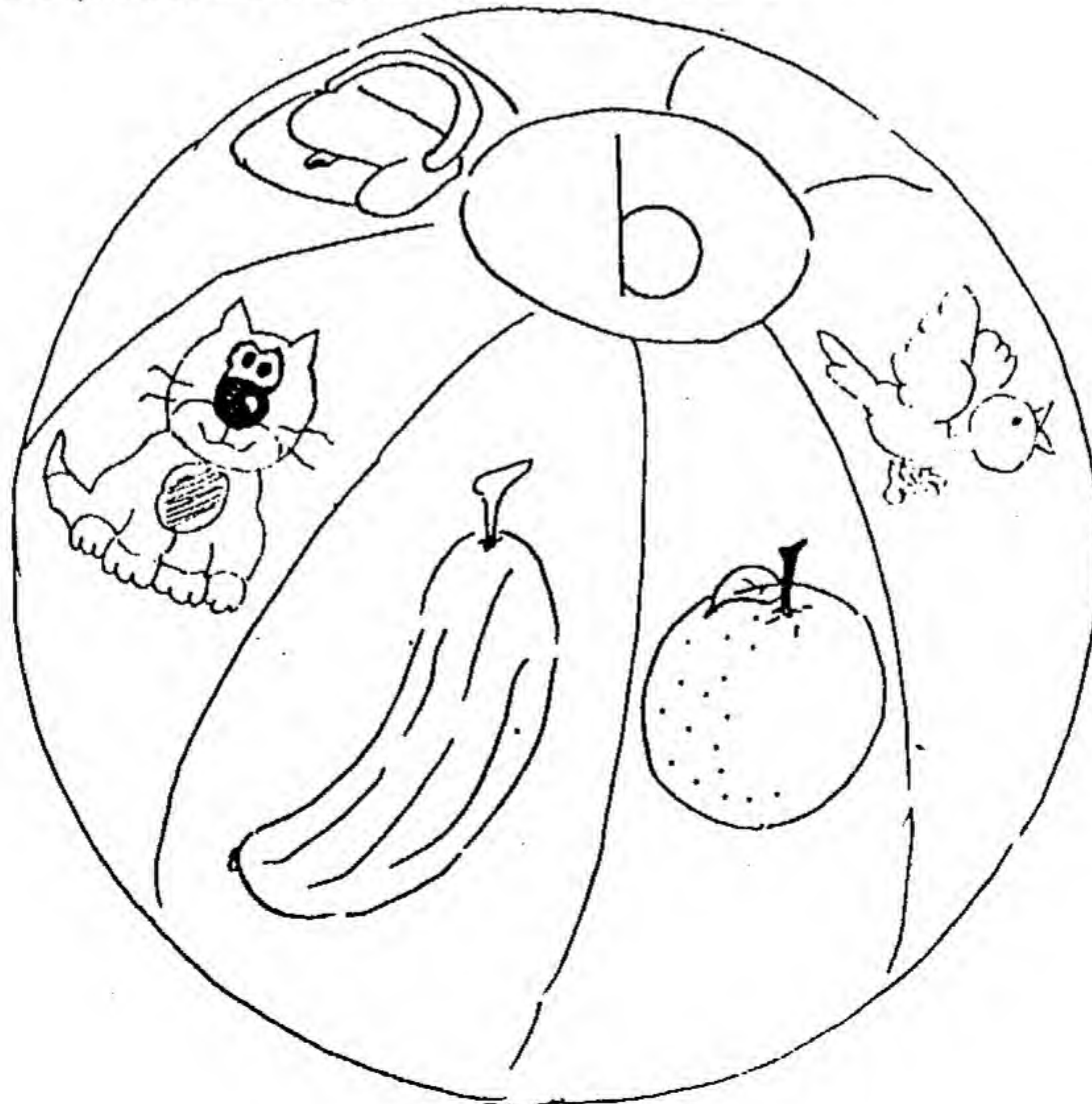
Date: \_\_\_\_\_

Day: \_\_\_\_\_

Reinforcement exercises.



Colour the pictures beginning with sound 'b'





# Worksheet

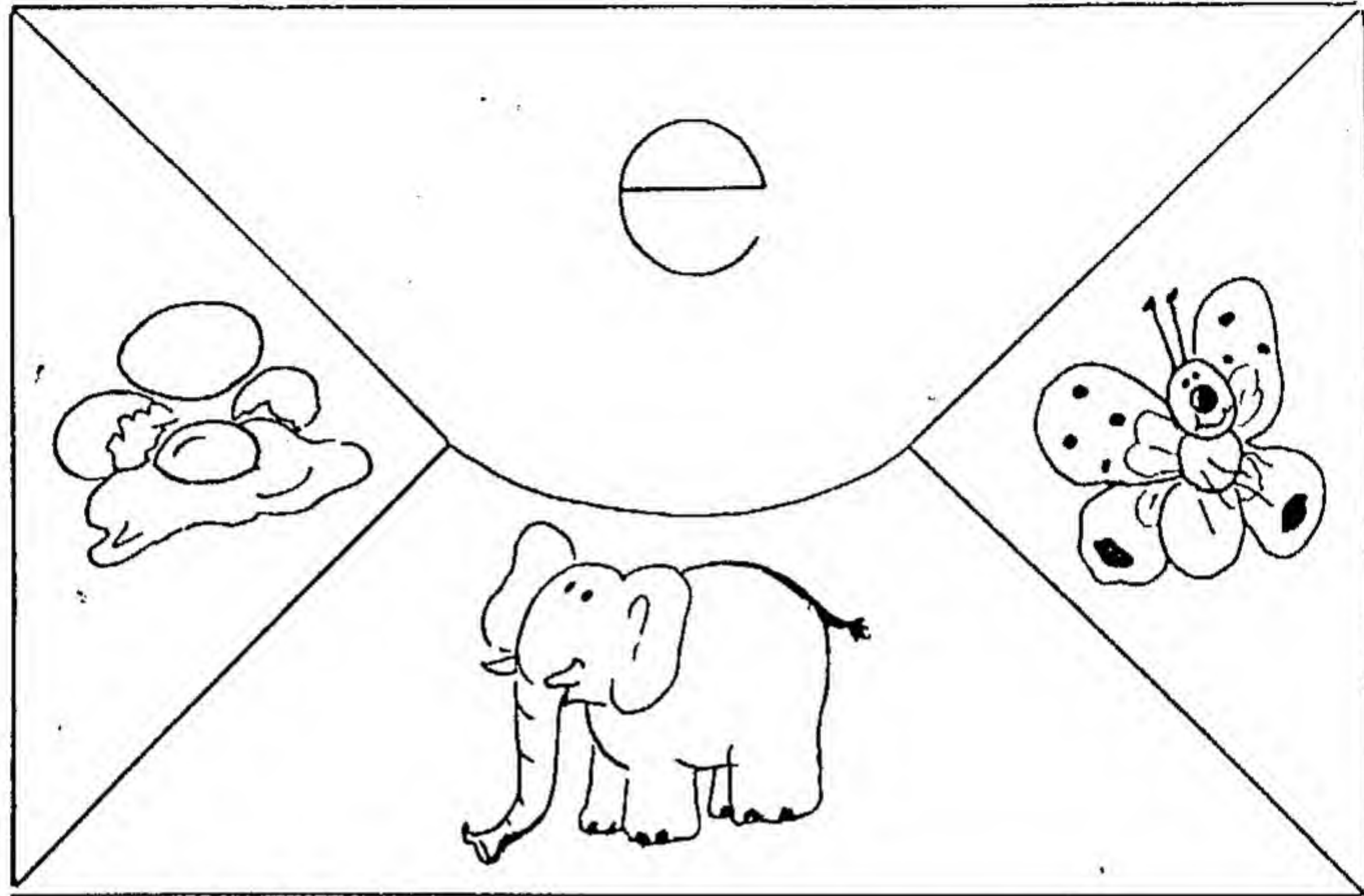
Level: Nursery  
Week: 2

Term: 3  
Day: 5

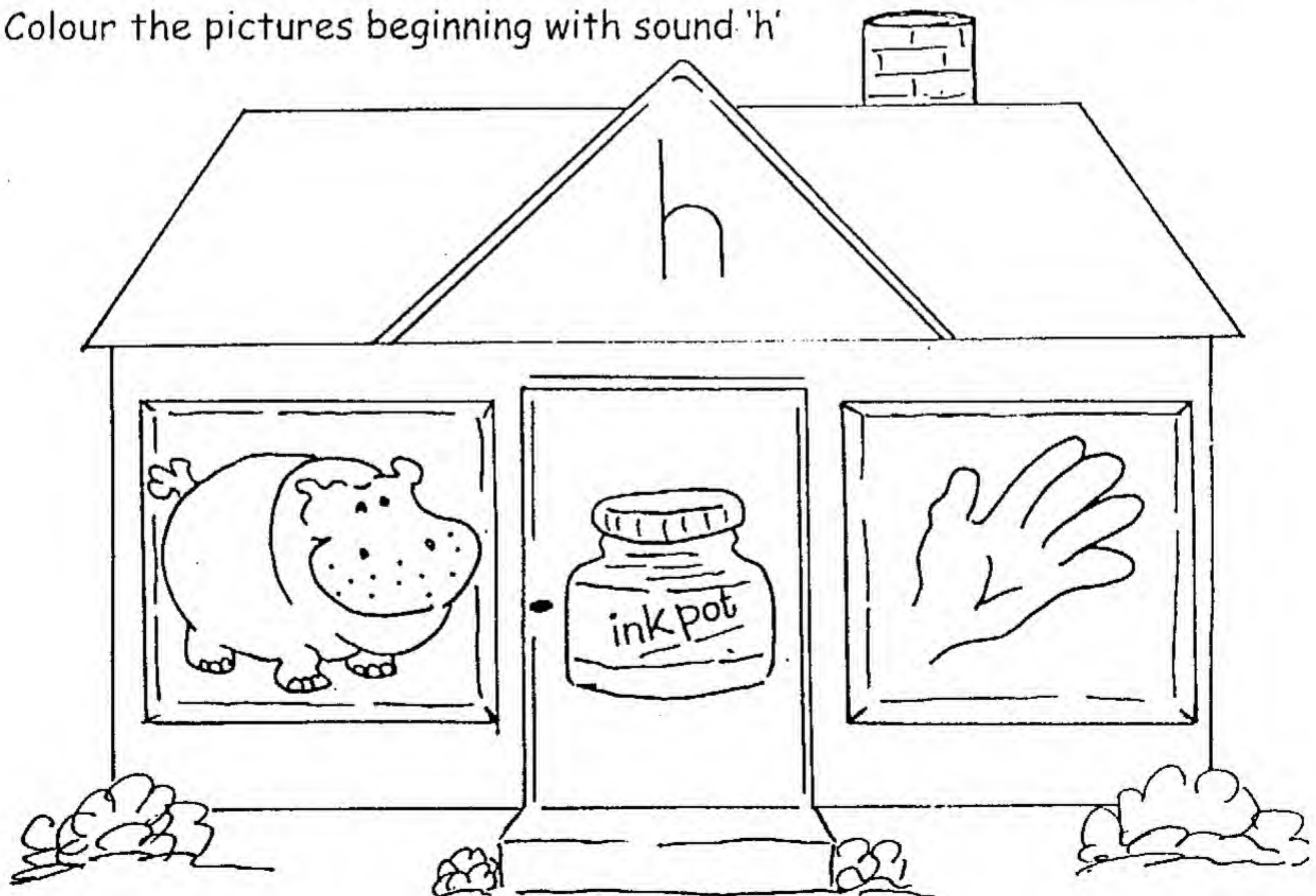
Date: \_\_\_\_\_

Day: \_\_\_\_\_

Colour the objects beginning with sound 'e'



Colour the pictures beginning with sound 'h'





# Worksheet

Level: *Nursery*  
Week: *2*

Term: *3*  
Day: *5*

date: \_\_\_\_\_

day: \_\_\_\_\_

concepts





# Lesson Plan

## (English)

Level: Nursery

Term: 3

Week: 3

Communication	Reading	Writing	Assessment
<ul style="list-style-type: none"><li>- Topic of the month 'Profession'</li><li>- Introduction to k p and u (Tracing in between the double line)</li><li>- Reinforcement of 'at' words.</li></ul>	Poem 'Cobbler, cobbler mend my shoe.'	Book let of 'an "op" words.	



# Lesson Plan

## Communication

Level: Nursery

Term: 3

Week: 3

Day: 2

1. **Objectives:** The children will be able to:
  - Learn about different types of professions and people related to it.
  - Name some common jobs people do.
  - Identify their work place.
2. **Function:** Children will learn about the different professions and their importance in every day life.
3. **Activity:** Divide children into four groups.  
Give each group a particular profession.
  1. Baker
  2. Doctor
  3. Postman
  4. Teacher
4. **Material:** Display board, big pictures of common professions.

---

### 5. **Procedure:**

Discussion Assembly presentations ask the children about what would happen if there were no teachers, position, backers and doctors. After discussion the group leaders can speak on every body's behalf and explain, what would happen if there were no ..... (allotted professions.)

- You can show the big picture of various professions, doctor, teacher, pilot, postman, baker and discuss their work.
- Inquire if they know what their parents do?
- Work sheet about different professions.

Fun Activity: (Role play) acting as a doctor etc.



# Lesson Plan

## Communication

Level: Nursery  
Term: 3  
Week: 3  
Day: 3

- Objectives:** Children will be able to:
- Learn new sounds and adding new words to their vocabulary.
  - Associate sounds to its related objects.
  - Recognize letters.
- ction:** Introduction to the letter k, p & u.
- ivity:**
- Pasting of sun flower seeds on a penguin.
  - Straw props of a painted umbrella cut out.
- terial:** Sand paper letters, sand tray, flash cards, slates or boards & chalks.

**rocedure:**

The teacher will introduce the letters by writing them on the black board and will draw the related pictures and objects, to increase their vocabulary.

**roup work:**

One group of children will do the work sheet and one group of children will do the activity.



# Worksheet

Level: *Nursery*  
Week: *3*

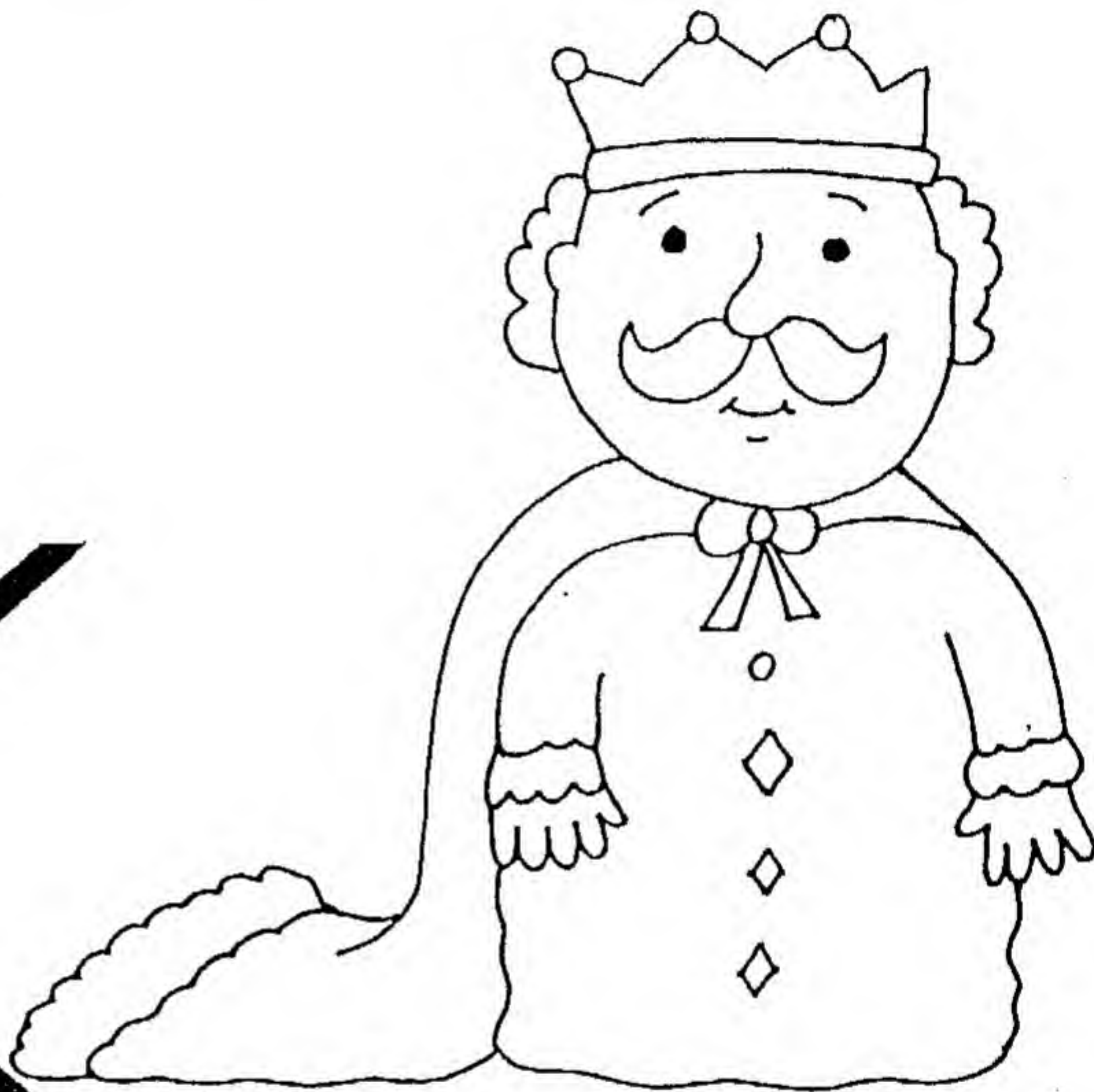
Term: *3*  
Day: *3*

date: \_\_\_\_\_

day: \_\_\_\_\_

introduction to letter k

K



king



kettle



# Worksheet

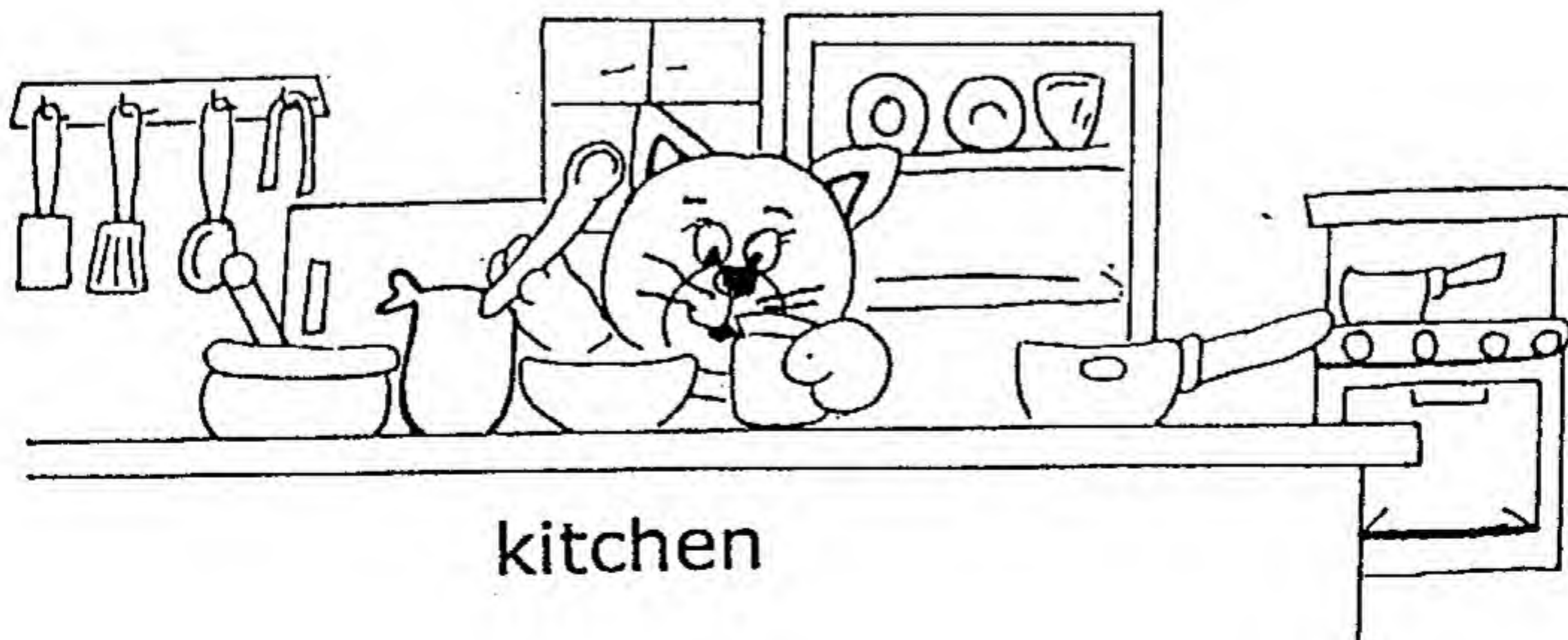
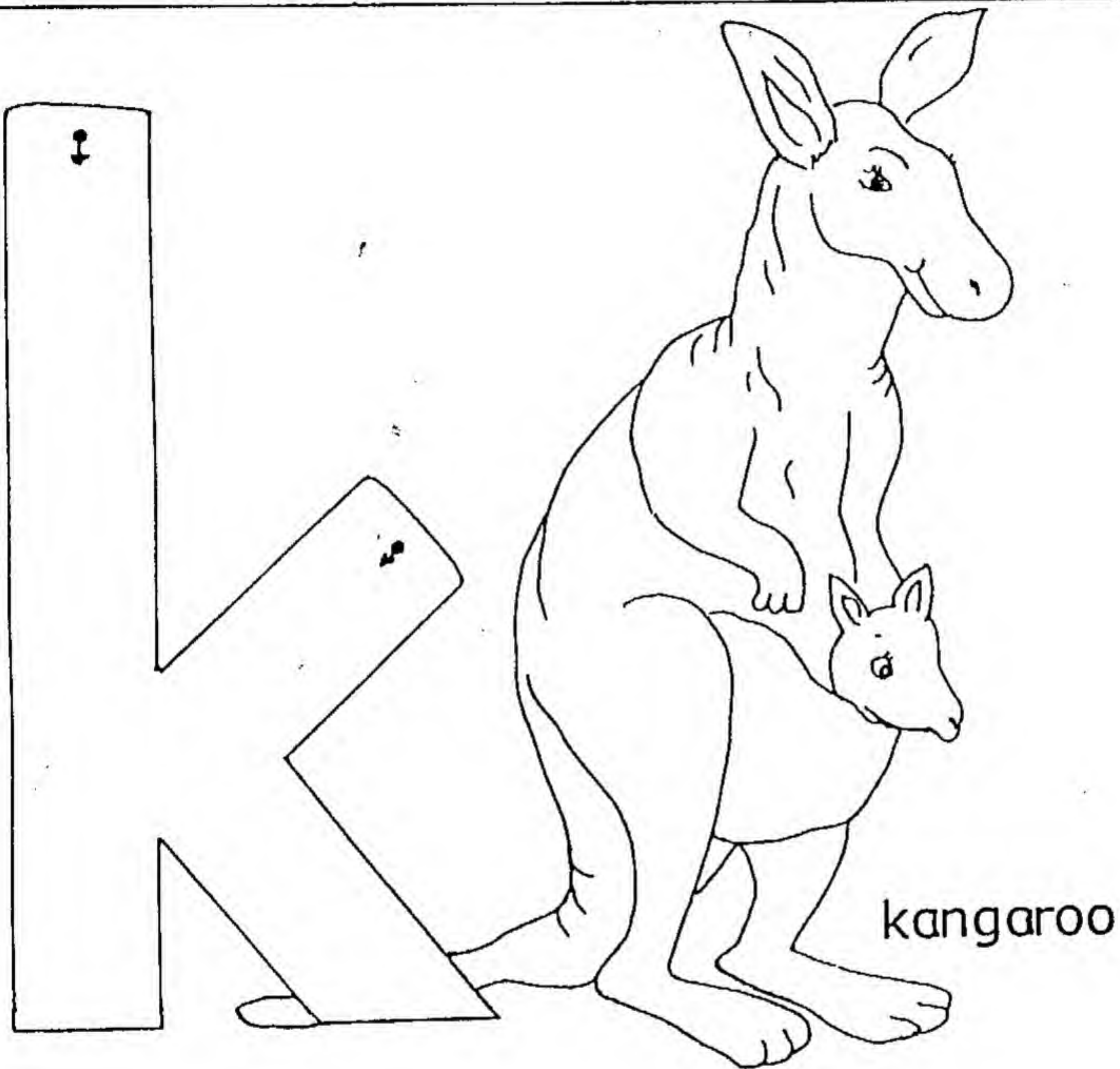
Level: Nursery  
Week: 3

Term: 3  
Day: 3

date: \_\_\_\_\_

day: \_\_\_\_\_

trace and colour





# Worksheet

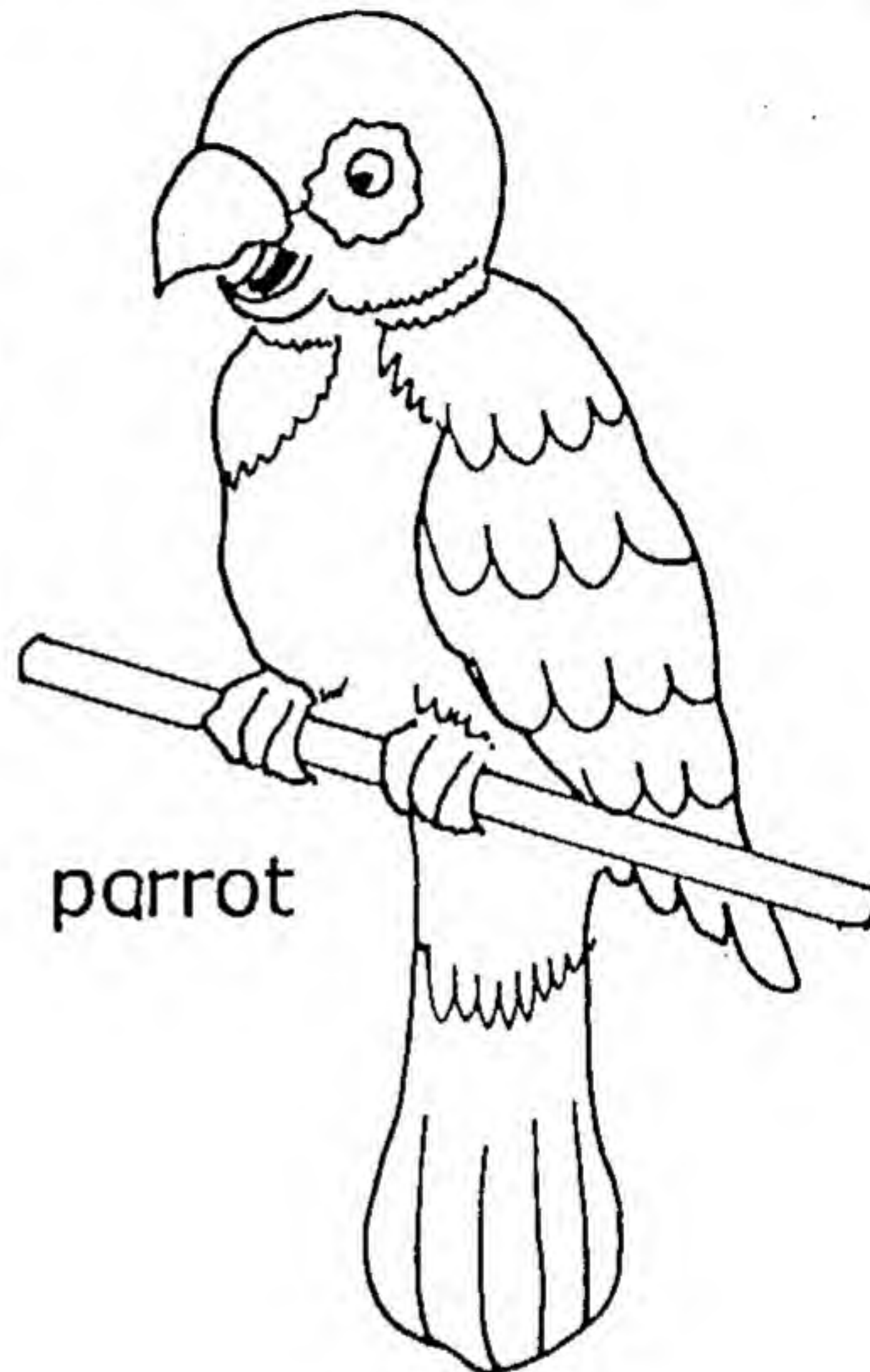
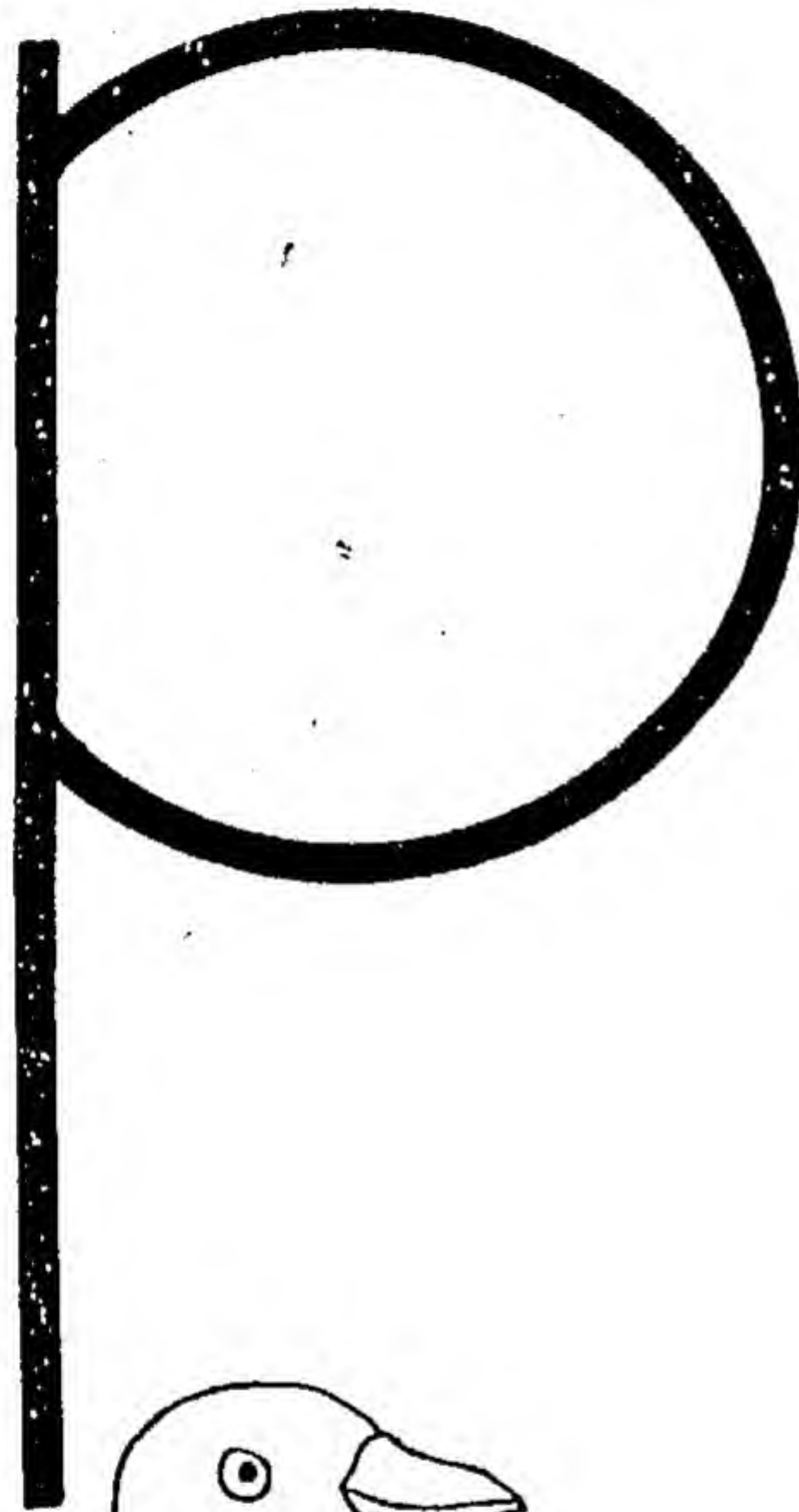
Level: *Nursery*  
Week: *3*

Term: *3*  
Day: *3*

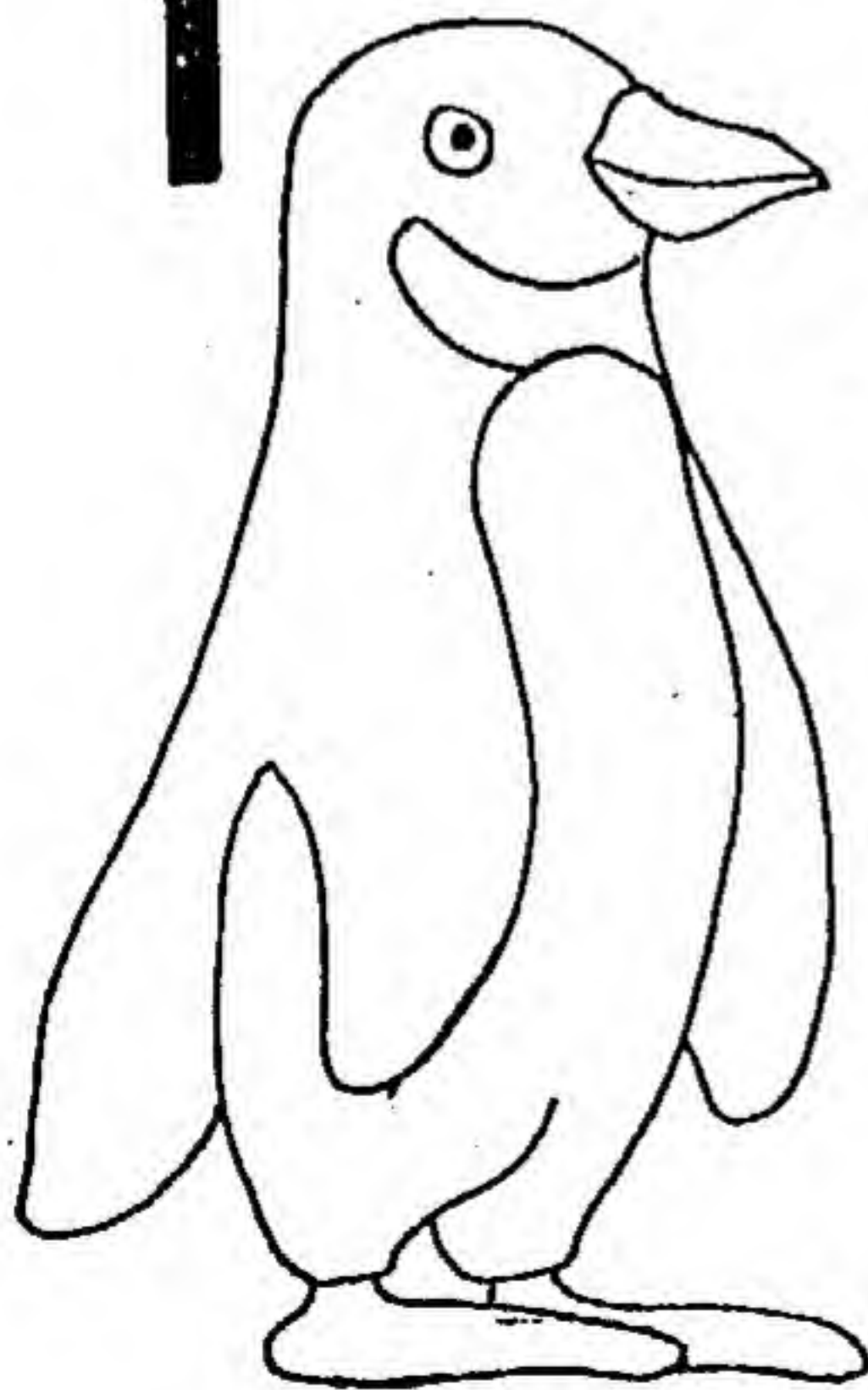
date: \_\_\_\_\_

day: \_\_\_\_\_

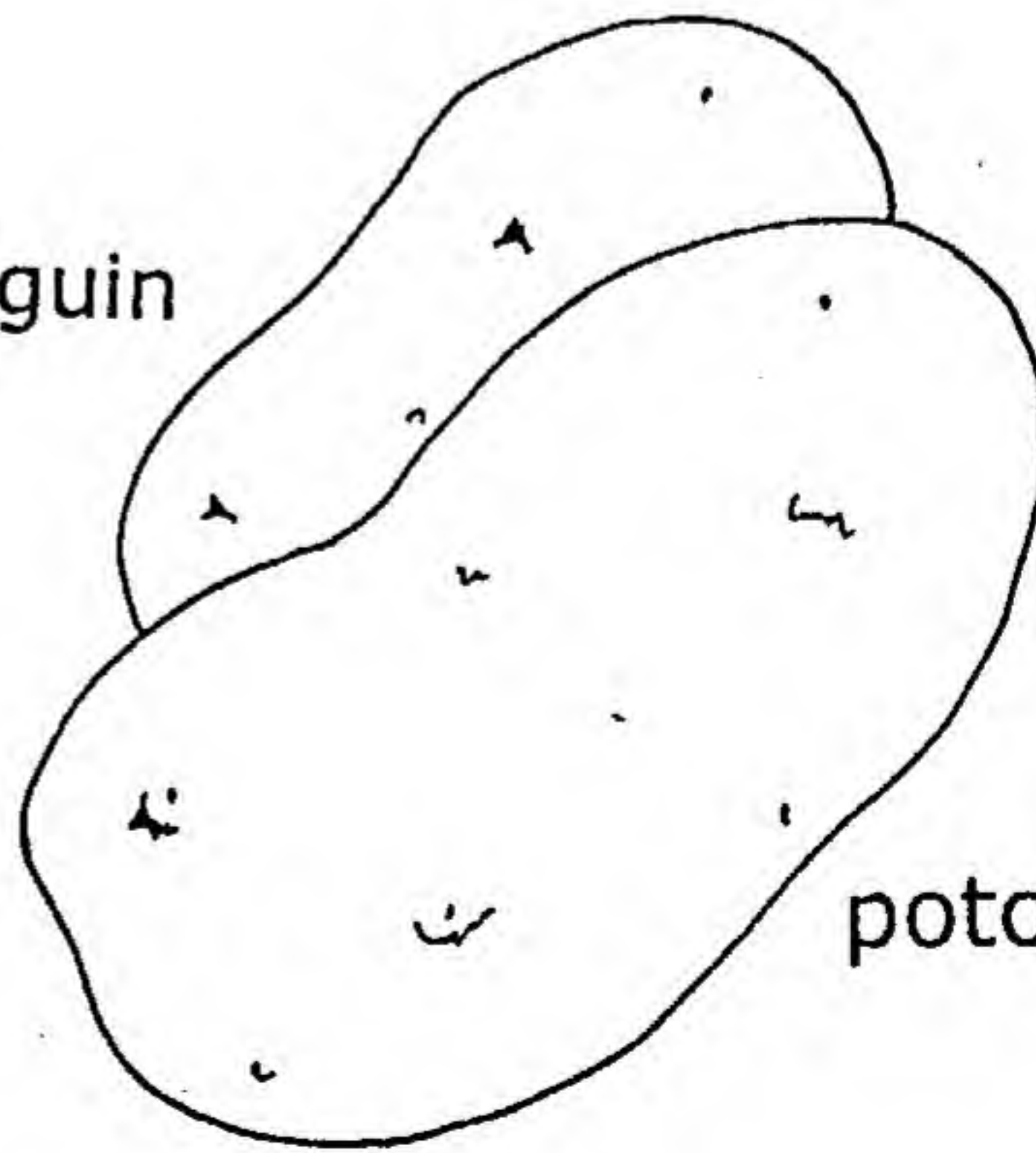
introduction to letter p



parrot



penguin



potato



# Worksheet

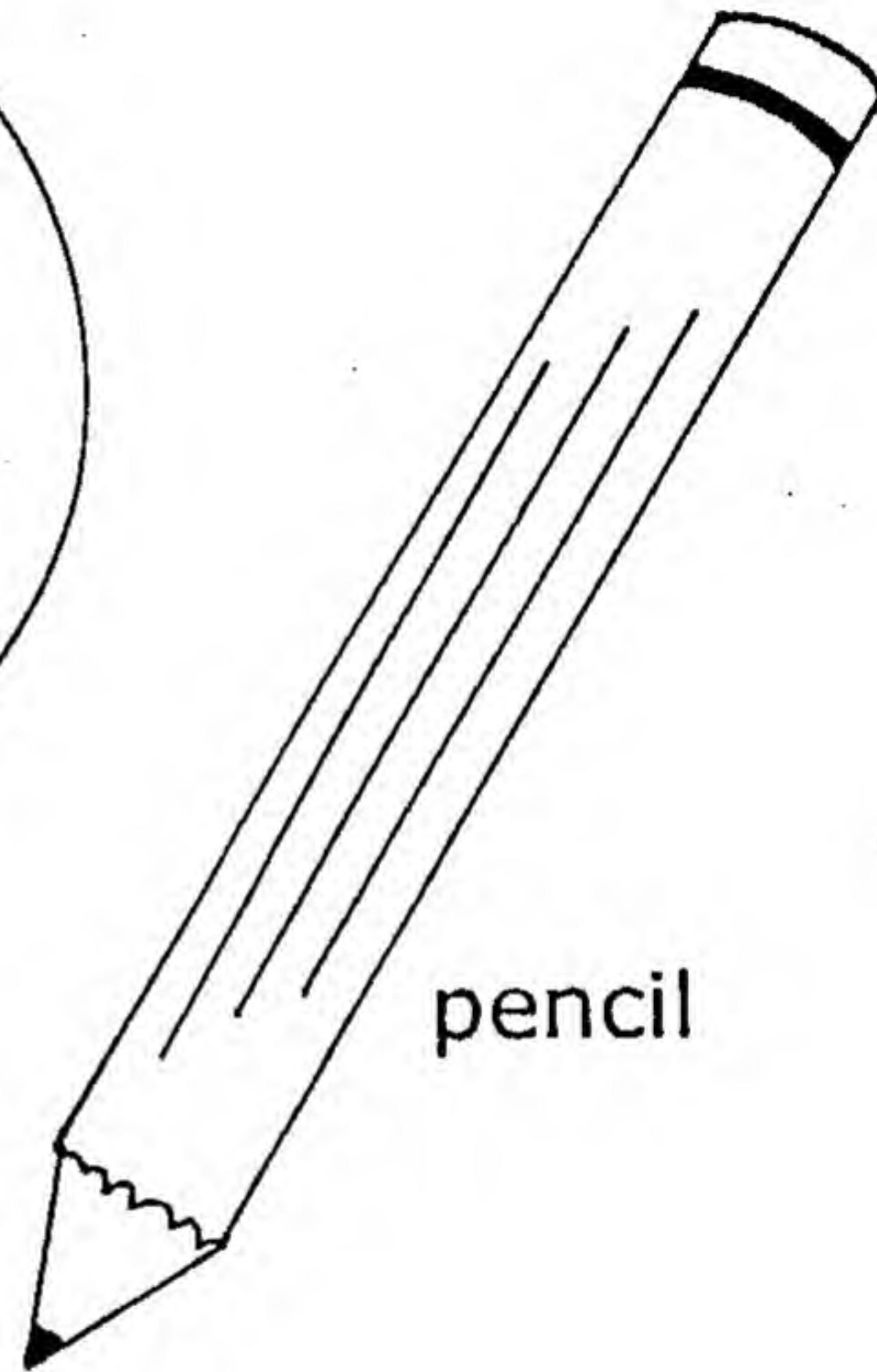
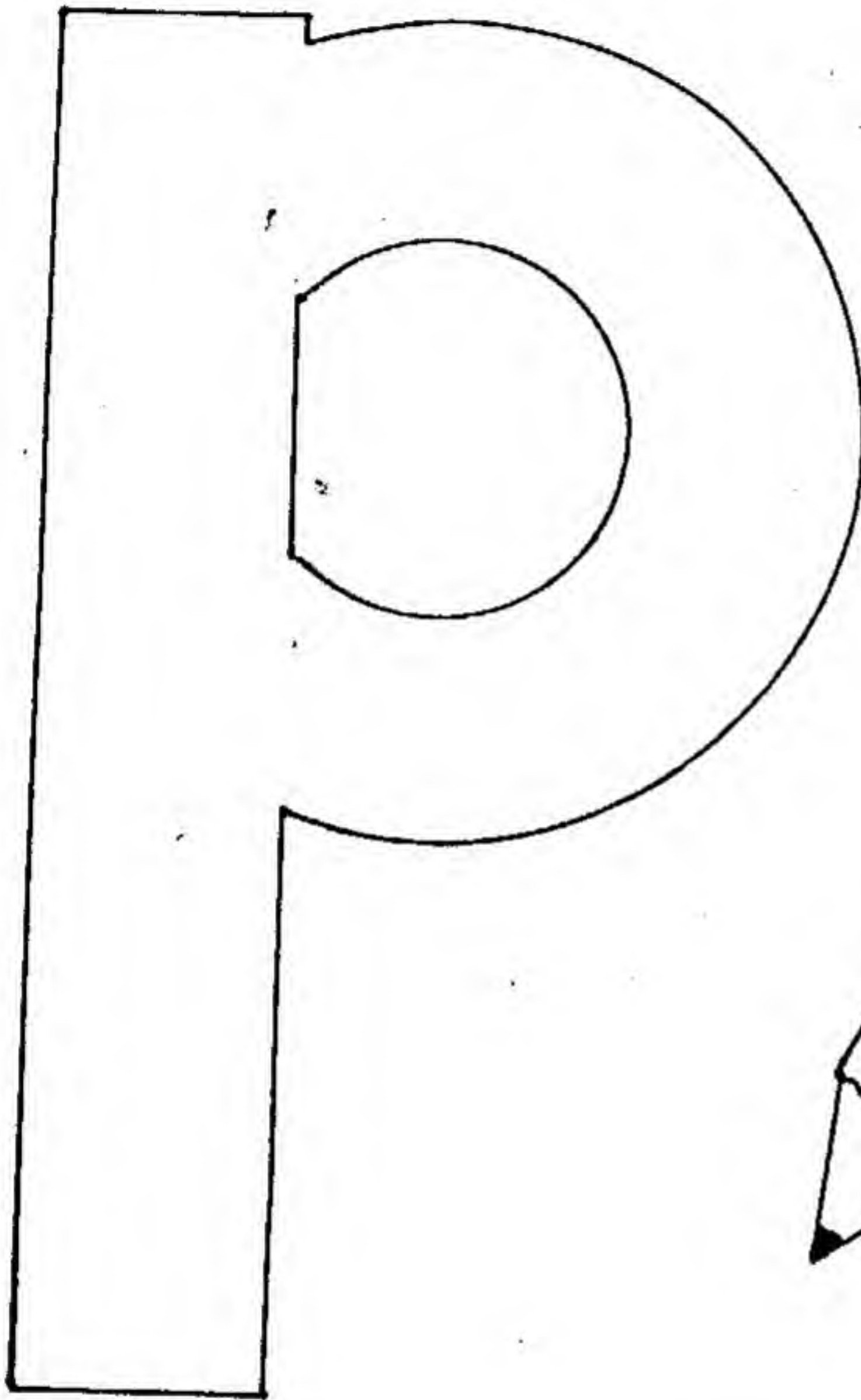
Level: *Nursery*  
Week: 3

Term: 3  
Day: 3

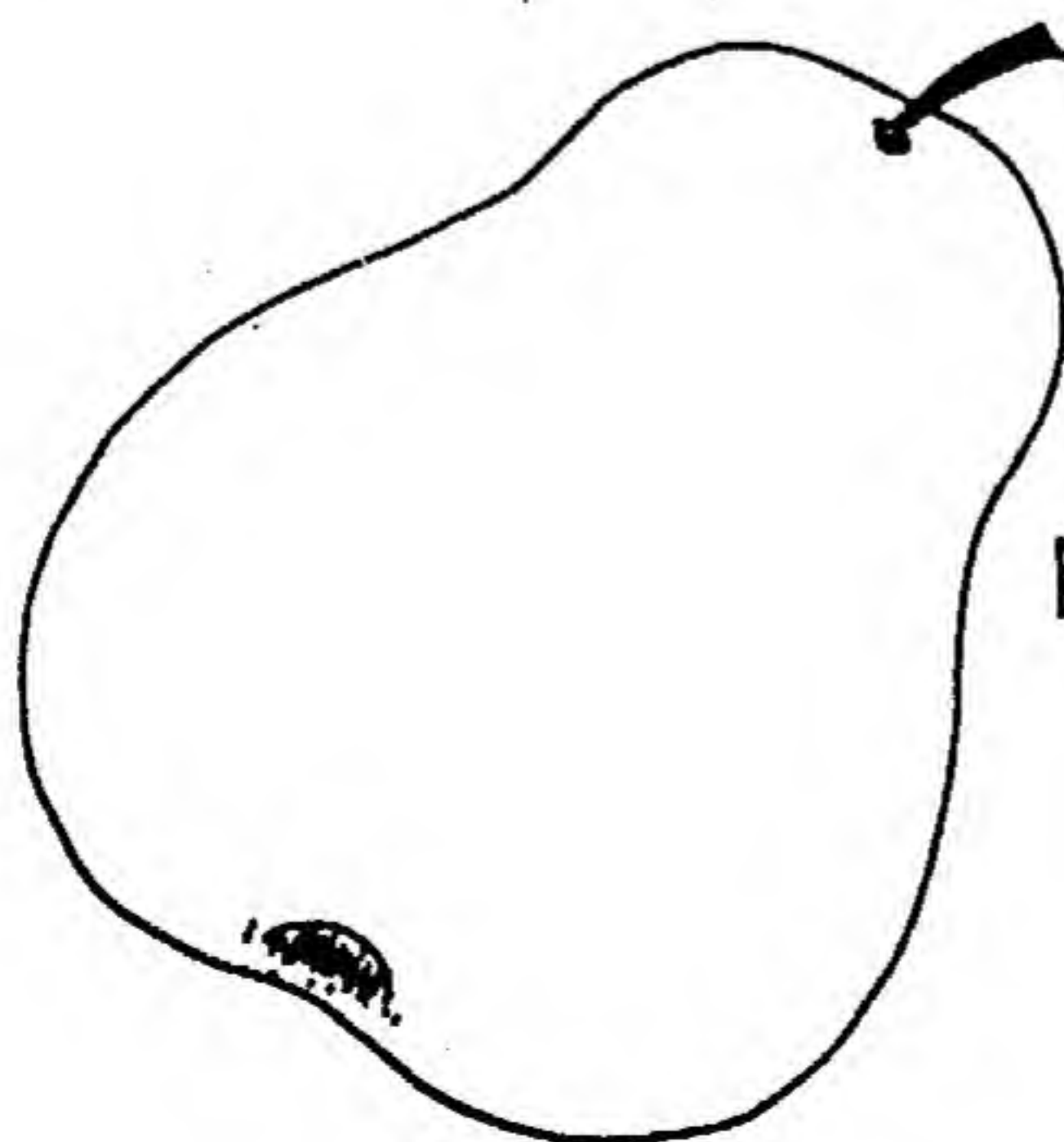
date: \_\_\_\_\_

day: \_\_\_\_\_

trace and colour



pencil



pear



# Worksheet

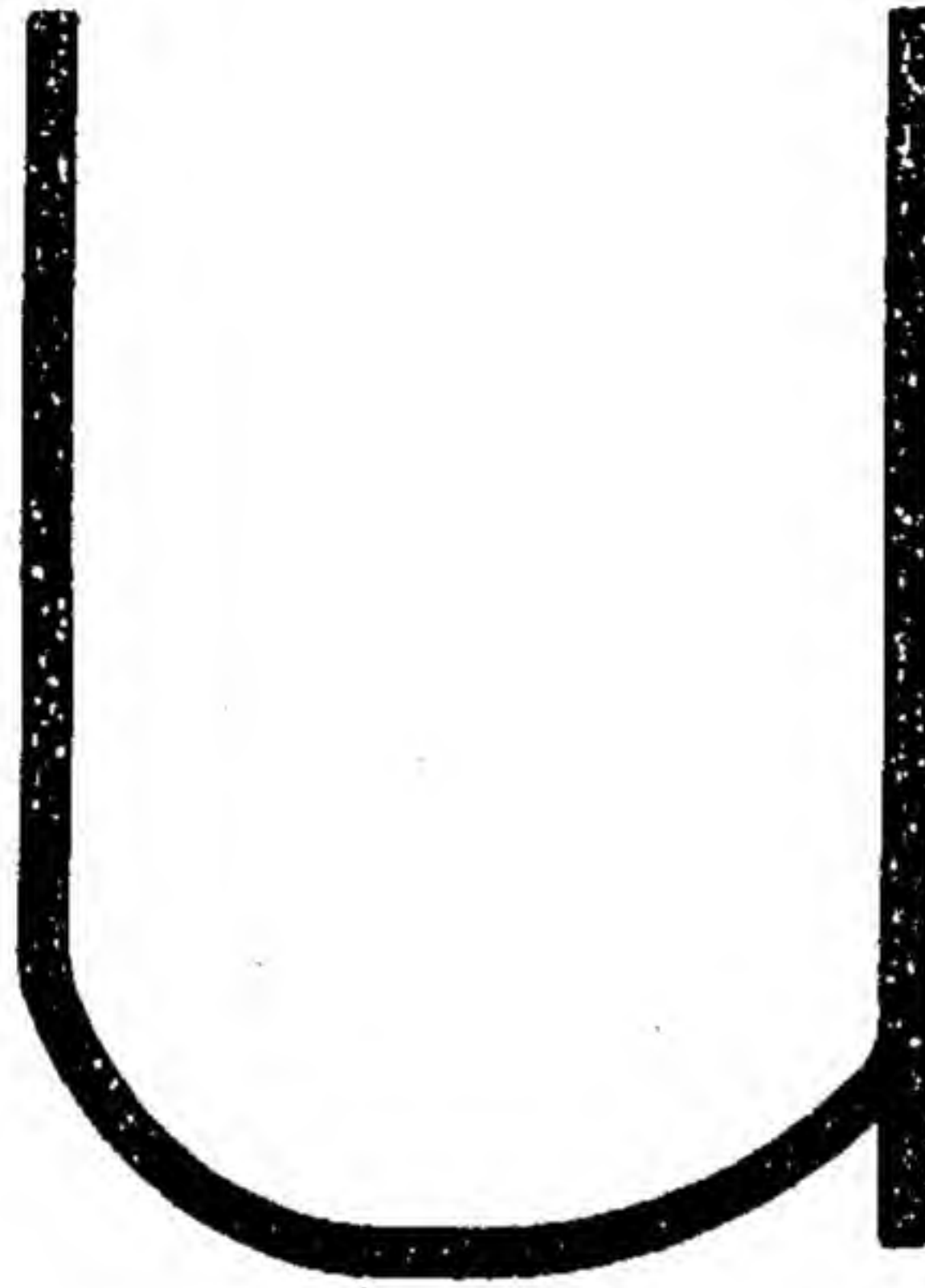
Level: *Nursery*  
Week: *3*

Term: *3*  
Day: *3*

date: \_\_\_\_\_

day: \_\_\_\_\_

introduction to letter u



umbrella

# Worksheet

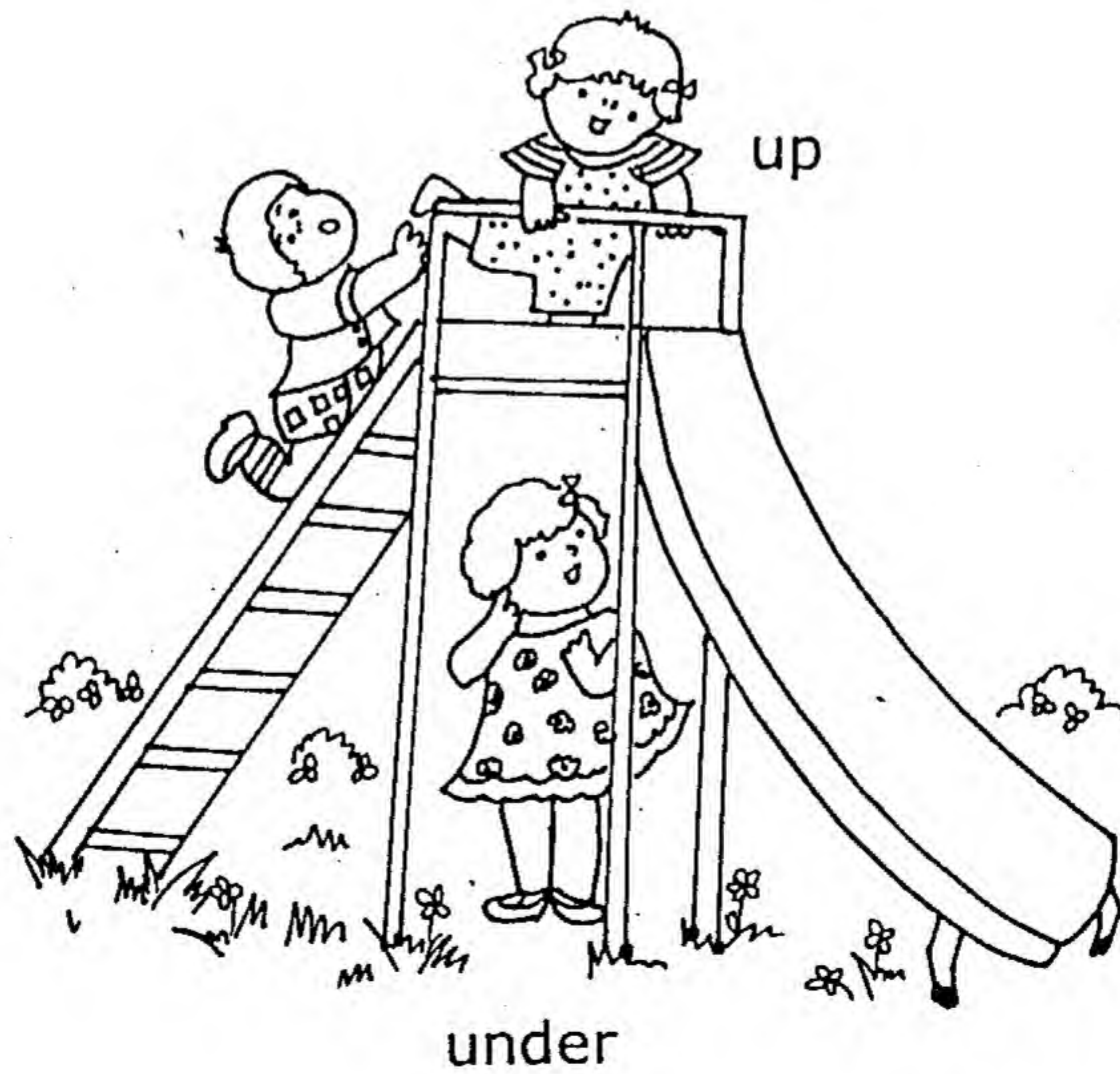
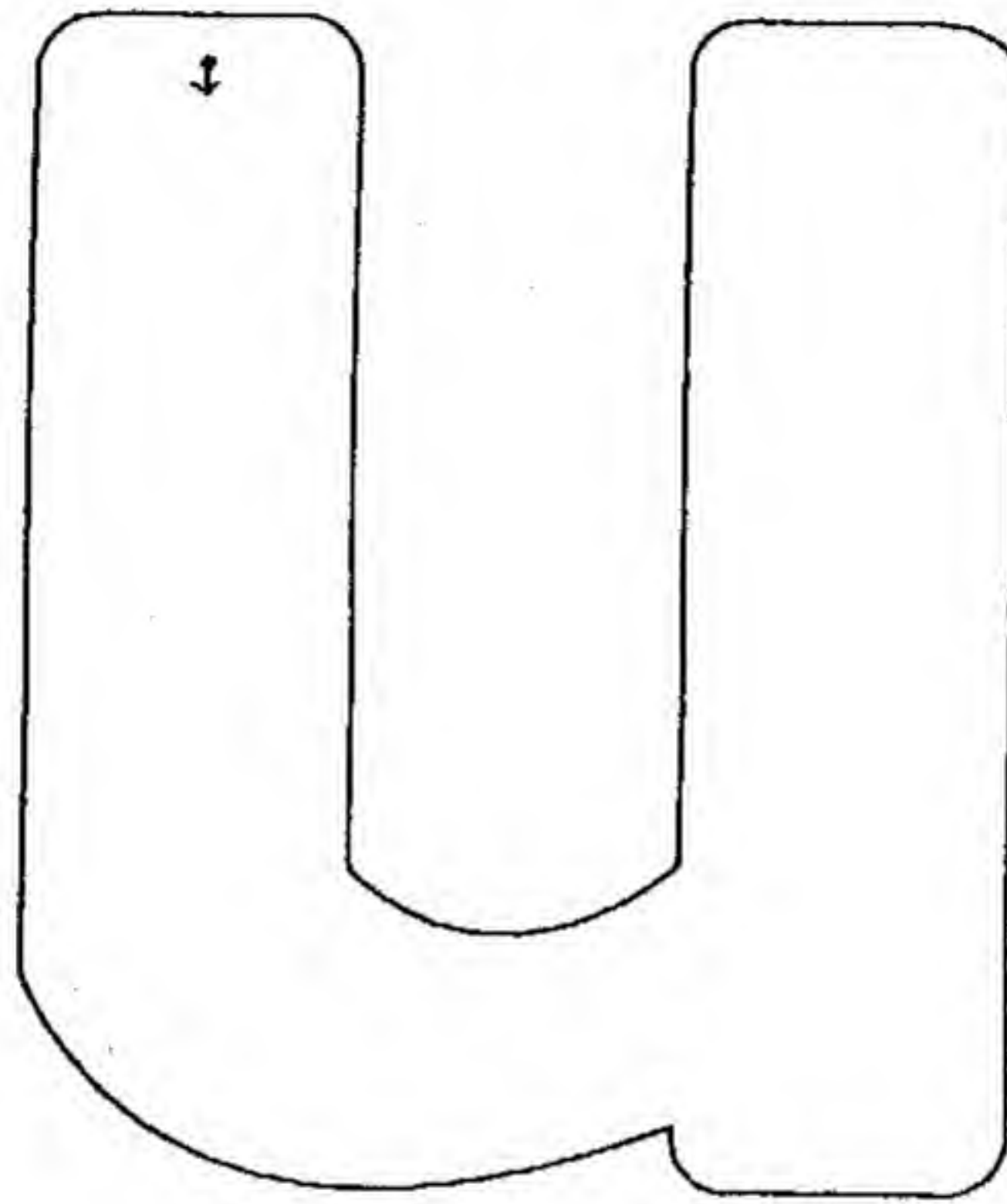
Level: *Nursery*  
Week: 3

Term: 3  
Day: 3

date: \_\_\_\_\_

day: \_\_\_\_\_

trace and colour





# Lesson Plan

## Communication

Level: Nursery  
Term: 3  
Week: 3  
Day: 4

1. **Objectives:** The children will be able to:
    - Learn that words are made of different sounds.
    - Recognize the words.
  2. **Function:** Reinforcement of 'an' and 'ap' words.
  3. **Activity:** Match and join.
  4. **Material:** Flash cards of 'an' and 'ap' words.
- 

5. **Procedure:**

Write the 'an' and 'ap' words on the board draw their related pictures and read the words. Phonetically and ask the children to read after you. Later show the flash cards one by one and let the children read them.

Group work:

One group can do the match and join and one group can work with material.

# Lesson Plan

## Reading

Level: Nursery  
Term: 3  
Week: 3  
Day: 5

1. **Objectives:** The children will be able to:
    - Increase their vocabulary thoroughly learning new words.
    - Read and understand the poem.
  2. **Skill:** Reading aloud (Poem)
  3. **Topic:** Cobbler, cobbler, mend my shoes.
  4. **Material:** A poem page.
- 

5. **Procedure:**

Ask them the following:

1. Who is a cobbler?
2. Have you seen a cobbler?
- ⇒ 3. What does a cobbler do etc?

Reading aloud:

- Distribute the poem page and read the poem aloud and let the children read after you.
- Later the children will recite the poem with the teacher.

Task – A: Role play of a cobbler.



# Worksheet

Level: Nursery  
Week: 3

Term: 3  
Day: 5

Date: \_\_\_\_\_

Day: \_\_\_\_\_

Cobbler, cobbler mend my shoe,  
Get it done by half past two,  
Stitch it up and stitch it down  
And then I'll give you half a crown.



# Lesson Plan

## Writing

Level: Nursery  
Term: 3  
Week: 3  
Day: 6

1. **Objectives:** The children will be able to:
    - Recognize the words.
    - Read and spell the words phonetically.
  2. **Function:** Reinforcement of an and ap words.
  3. **Activity:**
    - Match and join.
    - Circle the correct letter.
    - Write the first sound of the word.
  4. **Material:** Book lets of 'an' and 'ap' words.
- 

5. **Procedure:**

The teacher will distribute the book lets and ask the children to do match and join and circle the correct letter exercises within.



# Lesson Plan

## (English)

Level: Nursery

Term: 3

Week: 4

Communication	Reading	Writing	Assessment
<ul style="list-style-type: none"><li>- Introduction to in at words.</li><li>- Stories and rhymes.( I like to sing when the sun is shining)</li><li>- Concept: Long and short.</li></ul>	<ul style="list-style-type: none"><li>- Text Peter is in the toy shop.</li></ul>	<ul style="list-style-type: none"><li>- Tracing of k, p and u on the dotted lines.</li><li>- Independent writing of the letters k, p and u</li></ul>	

# Lesson Plan

## Communication

Level: Nursery

Term: 3

Week: 4

Day: 1

**Objectives:** The learners will be able to:

- Prepare themselves for reading.
- Develop language.

**Content:** Introduction to in and at words.

**Material:** Flash cards.

**Procedure:**

Write the 'an' words on the board one by one and teach them the sound and the word how to spell the word with the sound c, a, n is can in the same way introduced the in words also.

Later each child will be given a booklet of 'at' words, with a name written on it page 1 – 4 will be done today.

1. Read and colour 1 – 2
2. Match and join 3 – 4



# Lesson Plan

## Communication

Level: Nursery  
Term: 3  
Week: 4  
Day: 2

1. **Objectives:** The children will be able to:
    - Build foundation and attitude towards learning.
    - Develops their language and listening skills.
  2. **Function:** Story
  3. **Activity:** Reading and listening to a story.
  4. **Material:** Storybook select any from the resource pack or from your collection matching student ability level.
- 

5. **Procedure:**

Children will be told the story by the teacher to give children variety of words to enrich their vocabulary to identify and discuss characters e.g. appearance, behaviour, qualities. To practice reading and using expression appropriate to the situation. Teacher can carry out story telling using props and puppets to make reading an interesting and enjoyable experience.

Listening:

Children will be sitting in a group to listen to the story.

Task – B: Rhyme.

# Lesson Plan

## Communication

Level: Nursery

Term: 3

Week: 4

Day: 2

1. **Objectives:** The children will be able to:
    - Enjoying the rhythm of the nursery rhyme.
    - Point the rhyming words and lines of the song.
  2. **Function:** Singing a weather song.
  3. **Activity:** Singing a song.
  4. **Material:** A song page (I like to sing), cassette and cassette player.
- 

5. **Procedure:**

Tell the children about different kinds of weather and tell them that we are going to listen to a weather song from the cassette.

Listening:

Play the cassette and they will listen only.

Singing:

Now ask them to sing along the cassette more than once and you can join in and show them some action according to the song.

Follow-up: (Activity)



# Worksheet

Level:

Week:

Term:

Day:

## "I like to sing"

I like to sing when the sun is shining  
I like to sing tra la la la le

I like to sing when the rain is falling  
I like to sing tra la la la le

I like to sing when the wind is blowing  
I like to sing tra la la la le

I like to sing when the snow is swirling  
I like to sing tra la la la le

❖ Children can be divided into four groups, each group can sing one verse at a time and dramatize the song.

🌀 This song can also be sung as 'A round song'



# Lesson Plan

## Communication

Level: Nursery  
Term: 3  
Week: 4  
Day: 3

1. **Objectives:** The children will be able to:
    - Visualizing discrimination of sizes.
    - Make decision.
  2. **Function:** Concept long and short.
  3. **Activity:** Practical demonstration followed by individual work by children.
  4. **Material:** Pencils, strings etc.
- 

5. **Procedure:**

The teacher will introduce the concept long and short by demonstrating different objects, which are long, and short and the children will be able to recognize and tell the difference between various lengths.

Follow-up:

Work sheet.

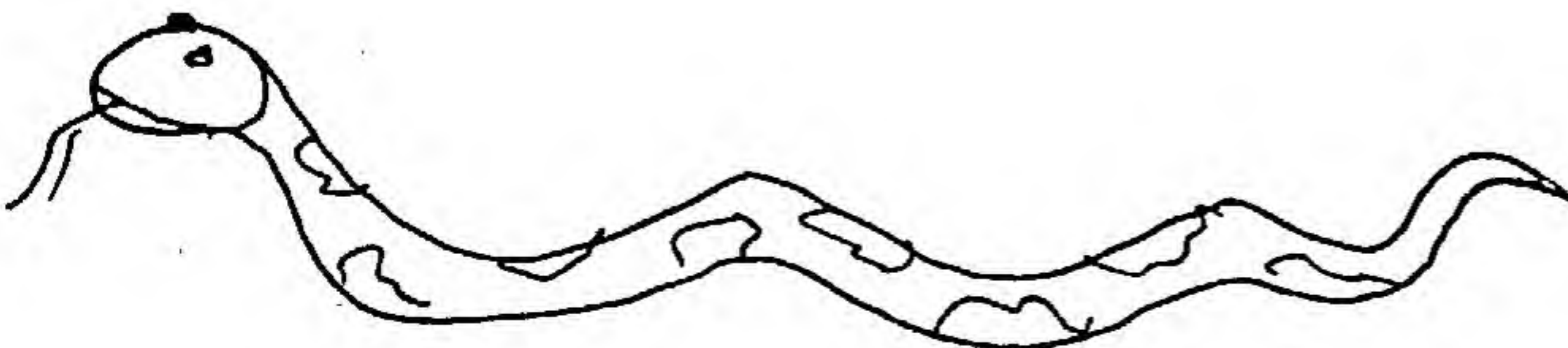
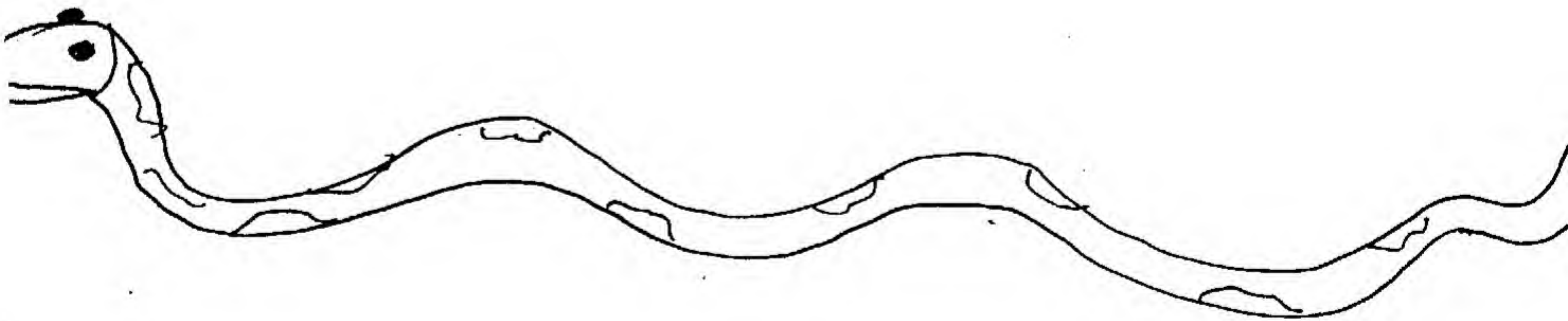
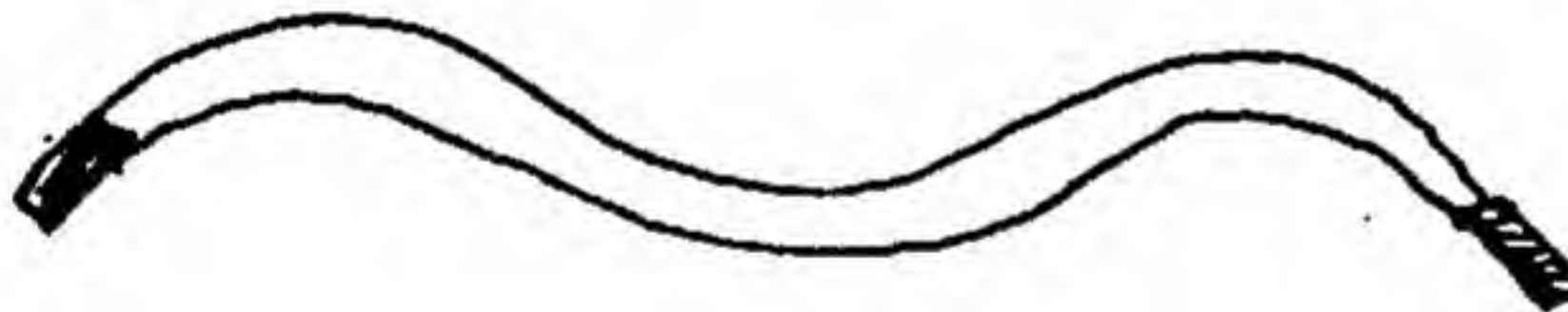
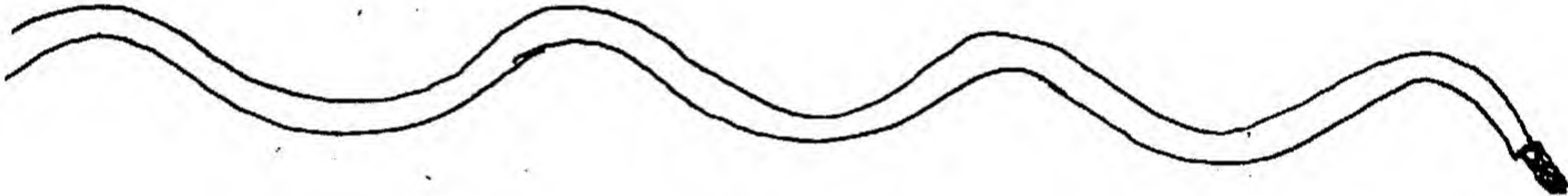
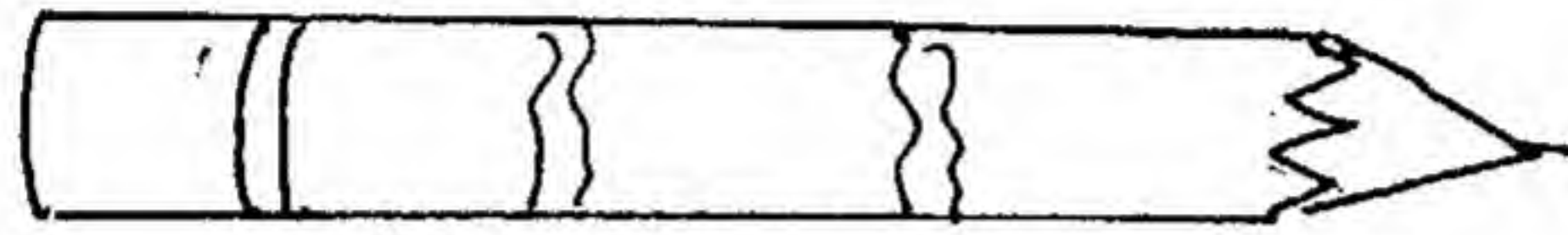
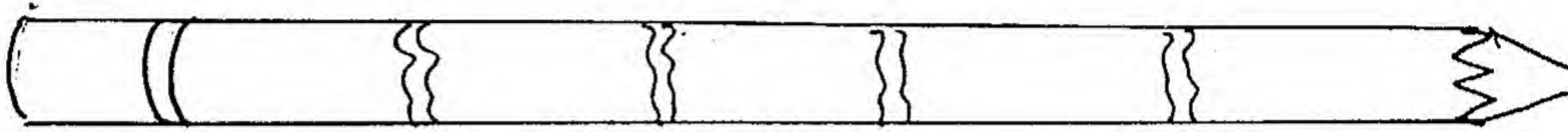


# Worksheet

Level: Nur.  
Week: 4

Term: 3  
Day: 3

colour the long one, circle the short



# Lesson Plan

## Reading

Level: Nursery

Term: 3

Week: 4

Day: 4

1. **Objectives:** The children will be able to:
    - Develop language.
    - Learn new words.
    - Read and understand.
    - Learn the correct pronunciation.
  2. **Skill:** Reading Aloud Reading Comprehension.
  3. **Topic:** Peter is in the toy shop.
  4. **Material:** Text page.
- 

5. **Procedure:**  
Ask the following:
  1. Picture talk.
  2. What can you see in the picture?
  3. Who is in the shop?
  4. What is Peter holding in his hand?

Reading aloud:

Distribute the text page and ask the children to put their finger on the lines and repeat the words after you loudly, more than once.

Individual Reading:

Call each child to read individually.



Peter is in  
the toy shop.





# Lesson Plan

## Writing

Level: Nursery  
Term: 3  
Week: 4  
Day: 5

**Objectives:** The children will be able to trace the letters with proper formation on the dotted lines.

**Goal:** Letter tracing.

**pic:** Colouring in the associated pictures.

**Material:** Work sheet.

---

**Procedure:**

The children will be given the work sheet and the children will trace the letters k, p and u over the dotted line and will be also to trace the proper formation of the letters.

**Up work:**

The children will work in groups, one group will do the work sheet and one group will work with the material.



# Worksheet

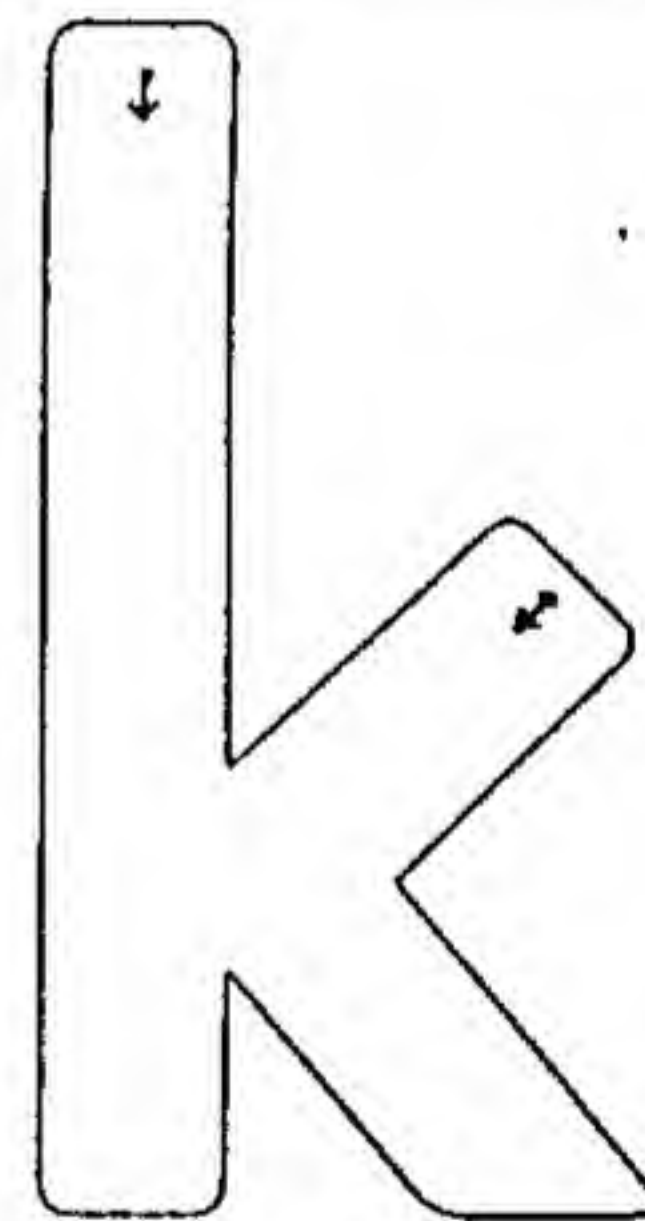
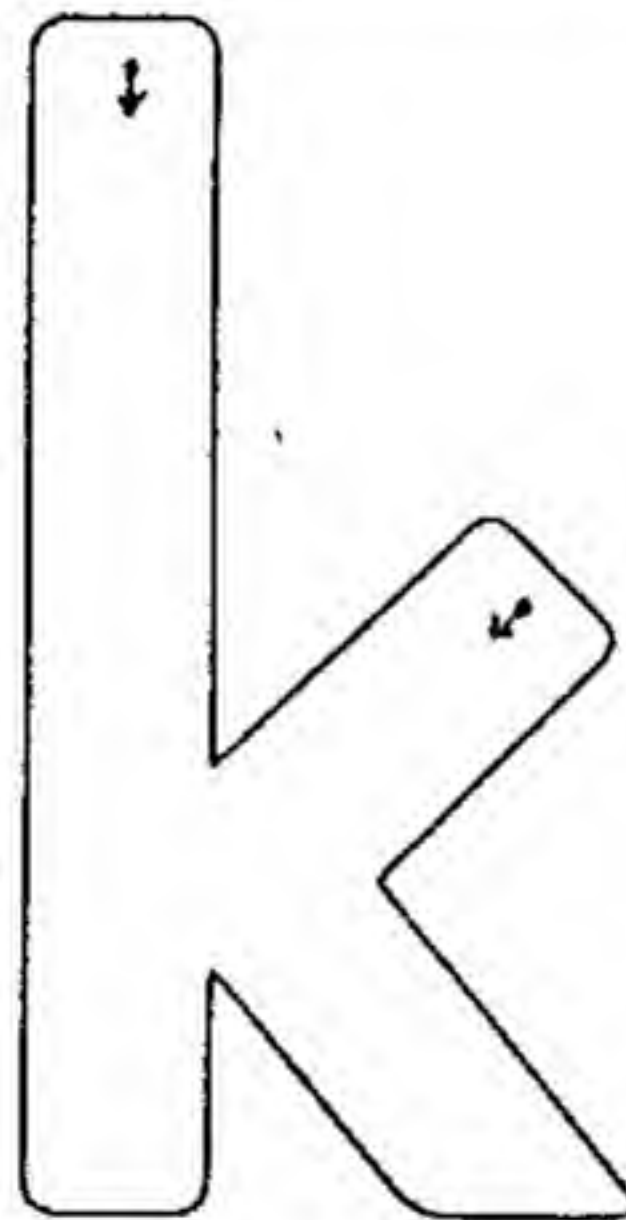
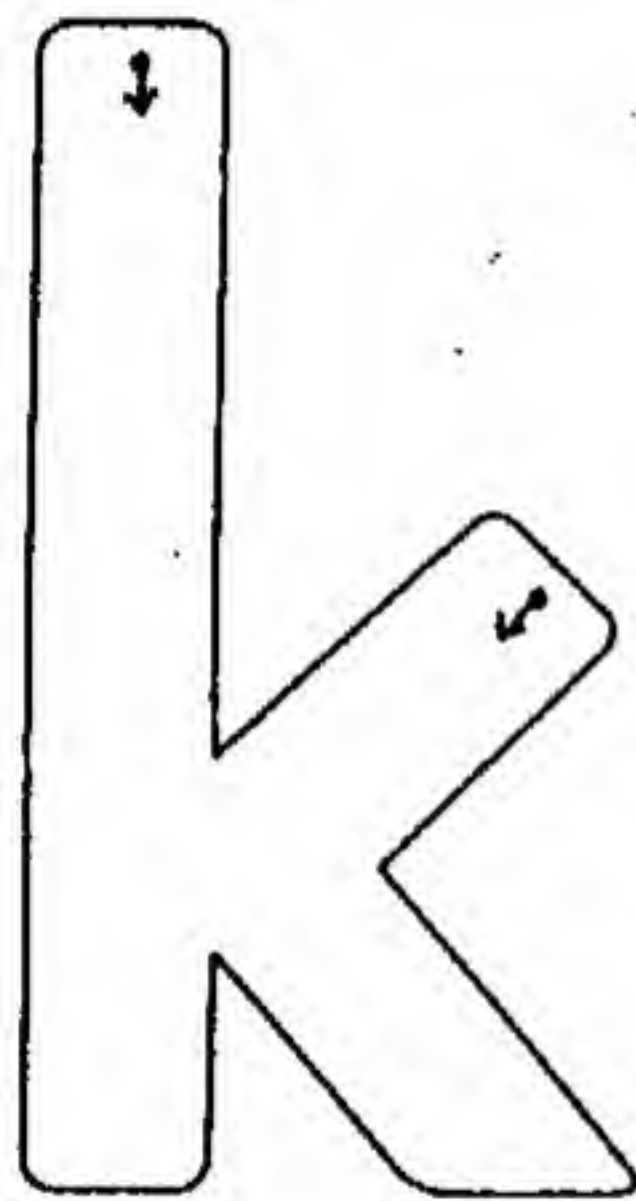
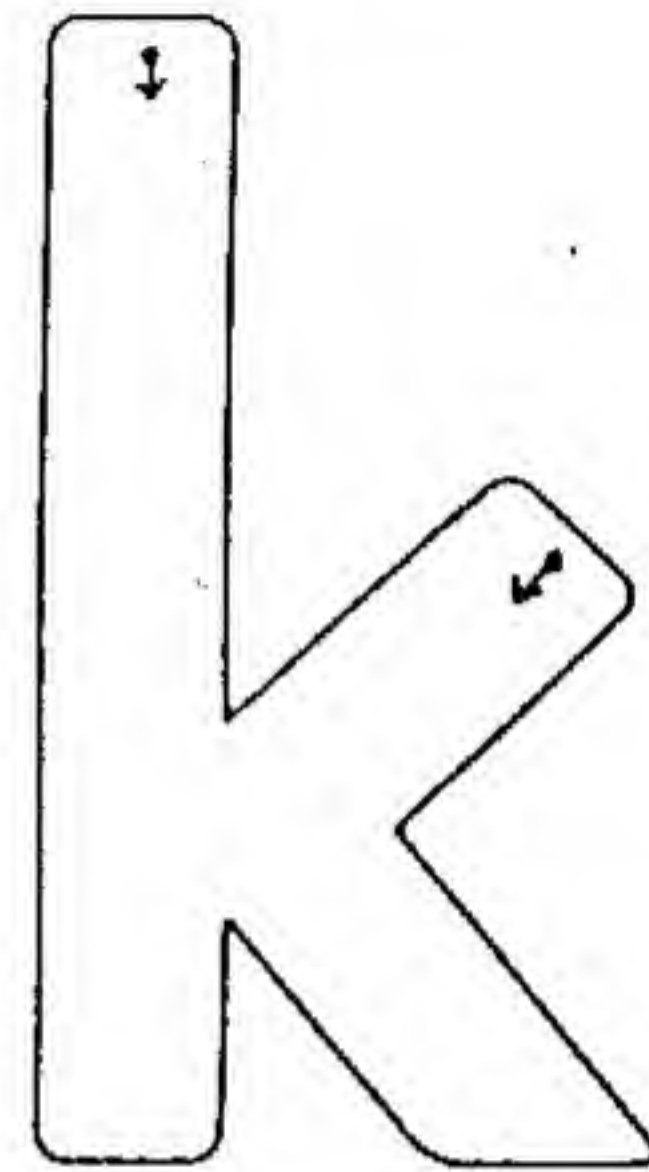
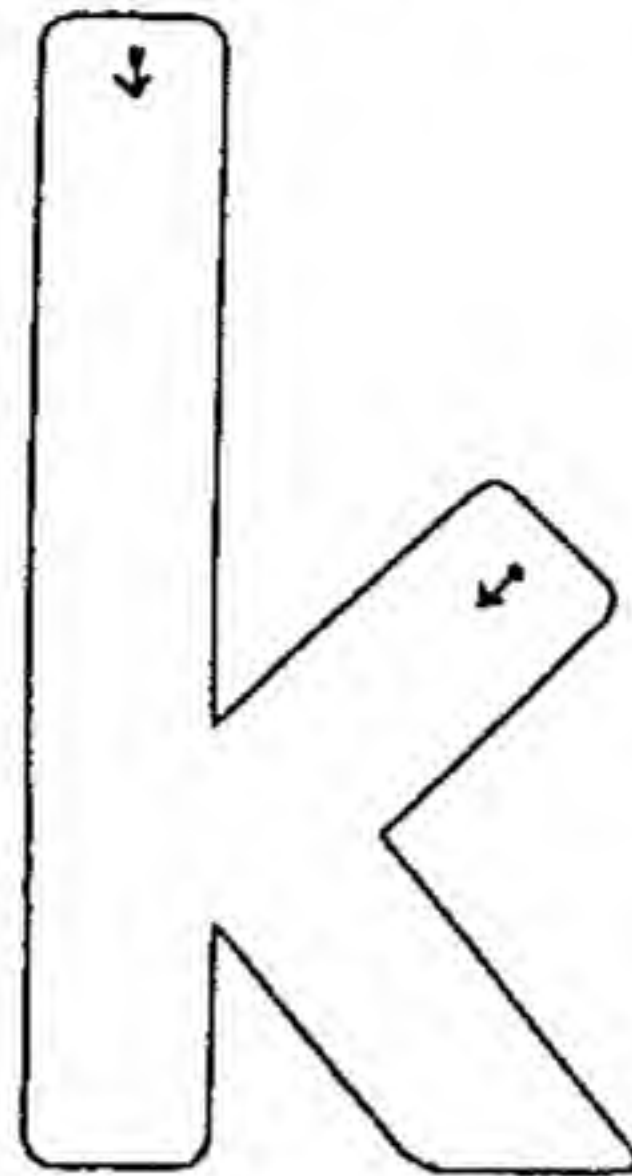
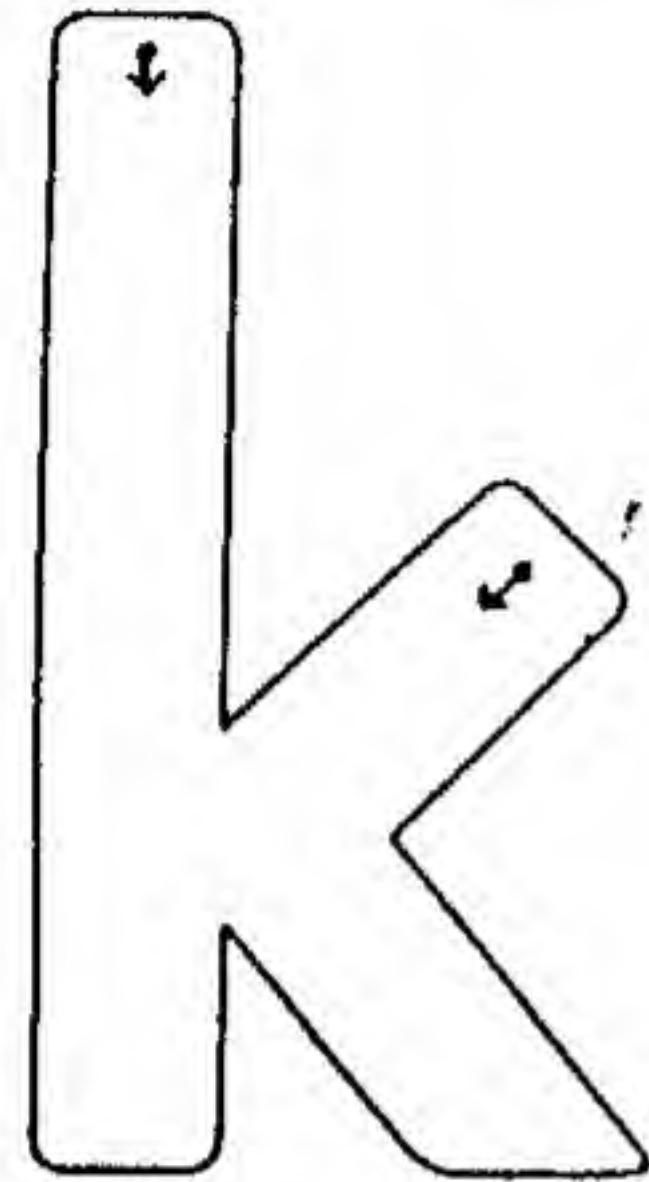
Level: Nursery  
Week: 4

Term: 3  
Day: 5

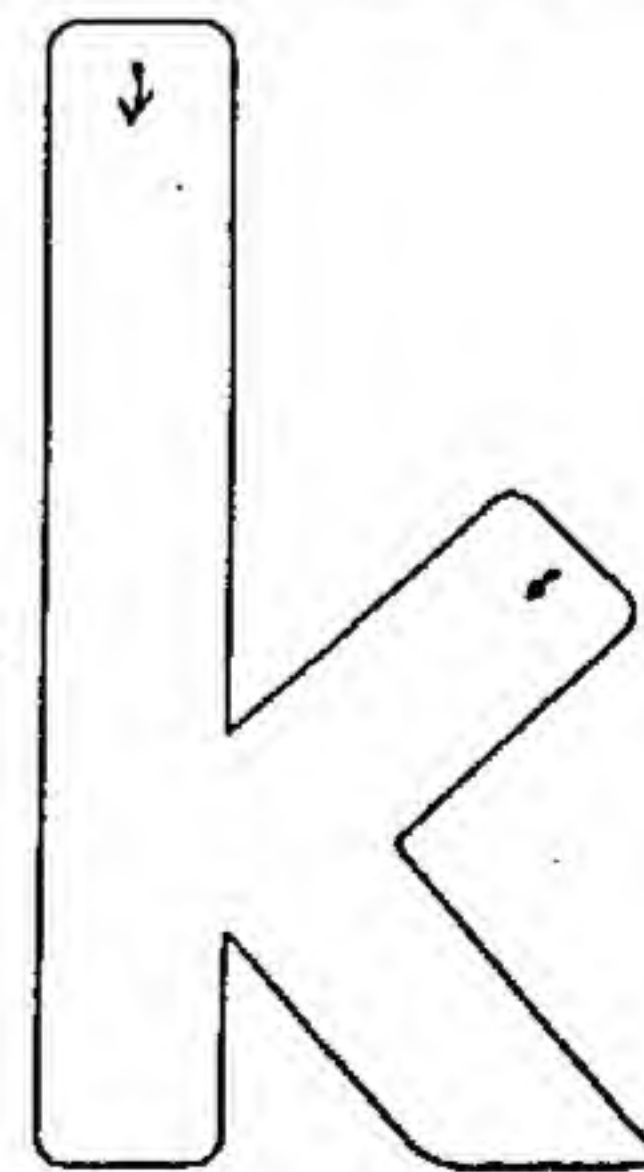
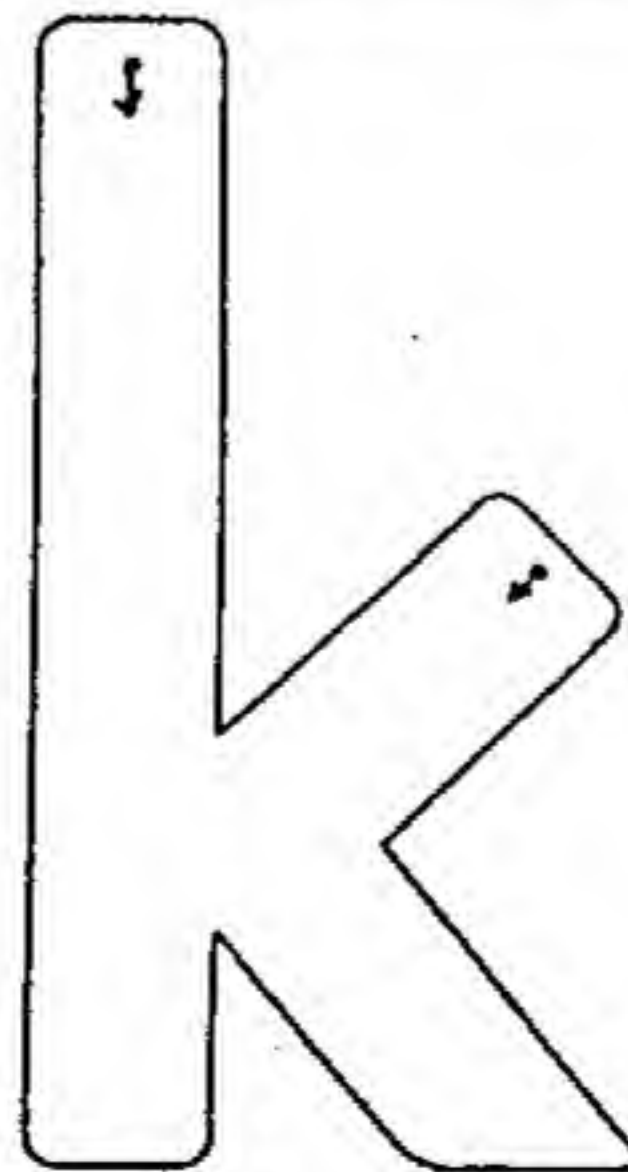
ate: \_\_\_\_\_

day: \_\_\_\_\_

trace and colour



key



# Worksheet

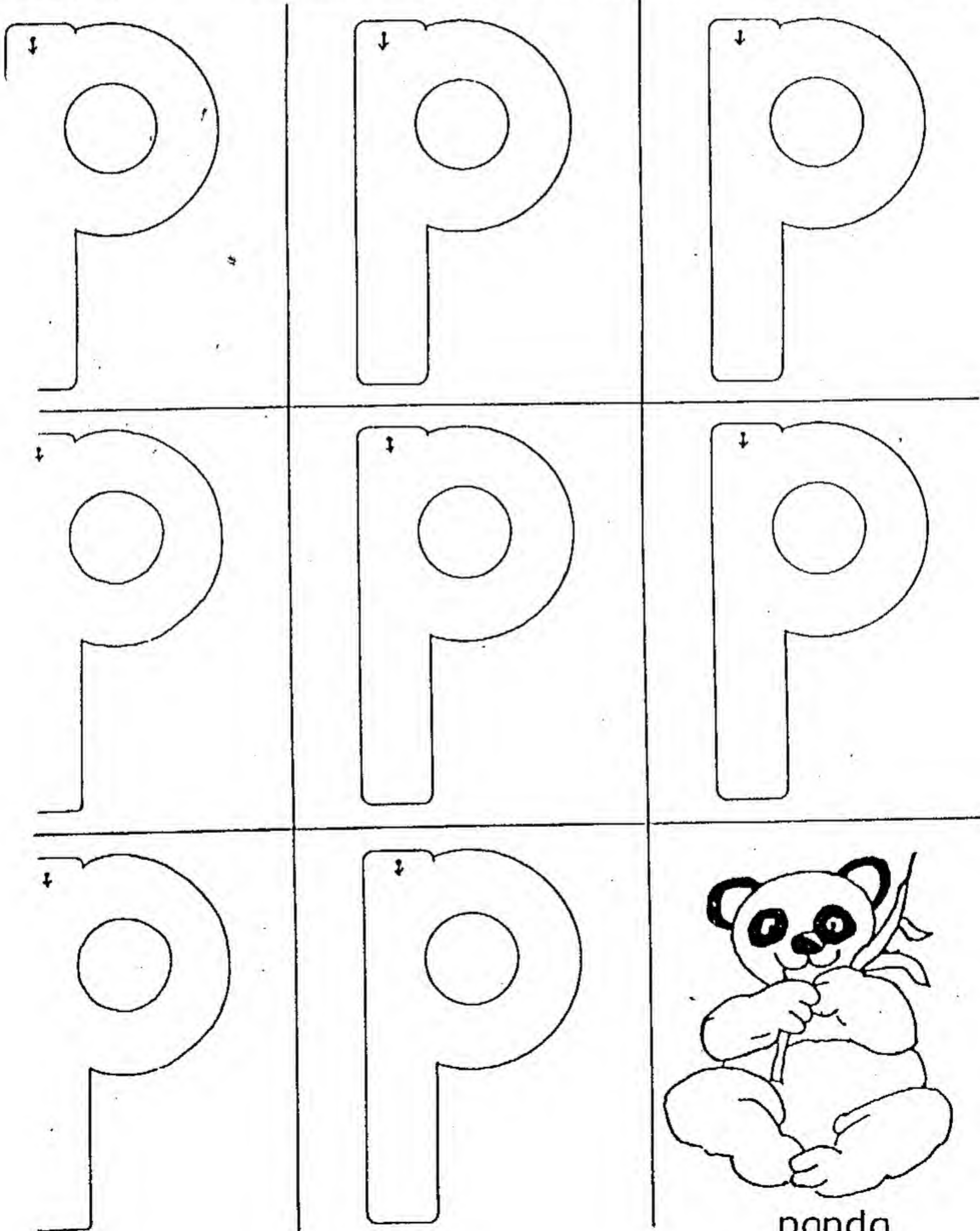
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Week: 4

Term: 3  
Day: 5

date: \_\_\_\_\_

day: \_\_\_\_\_

trace and colour





# Worksheet

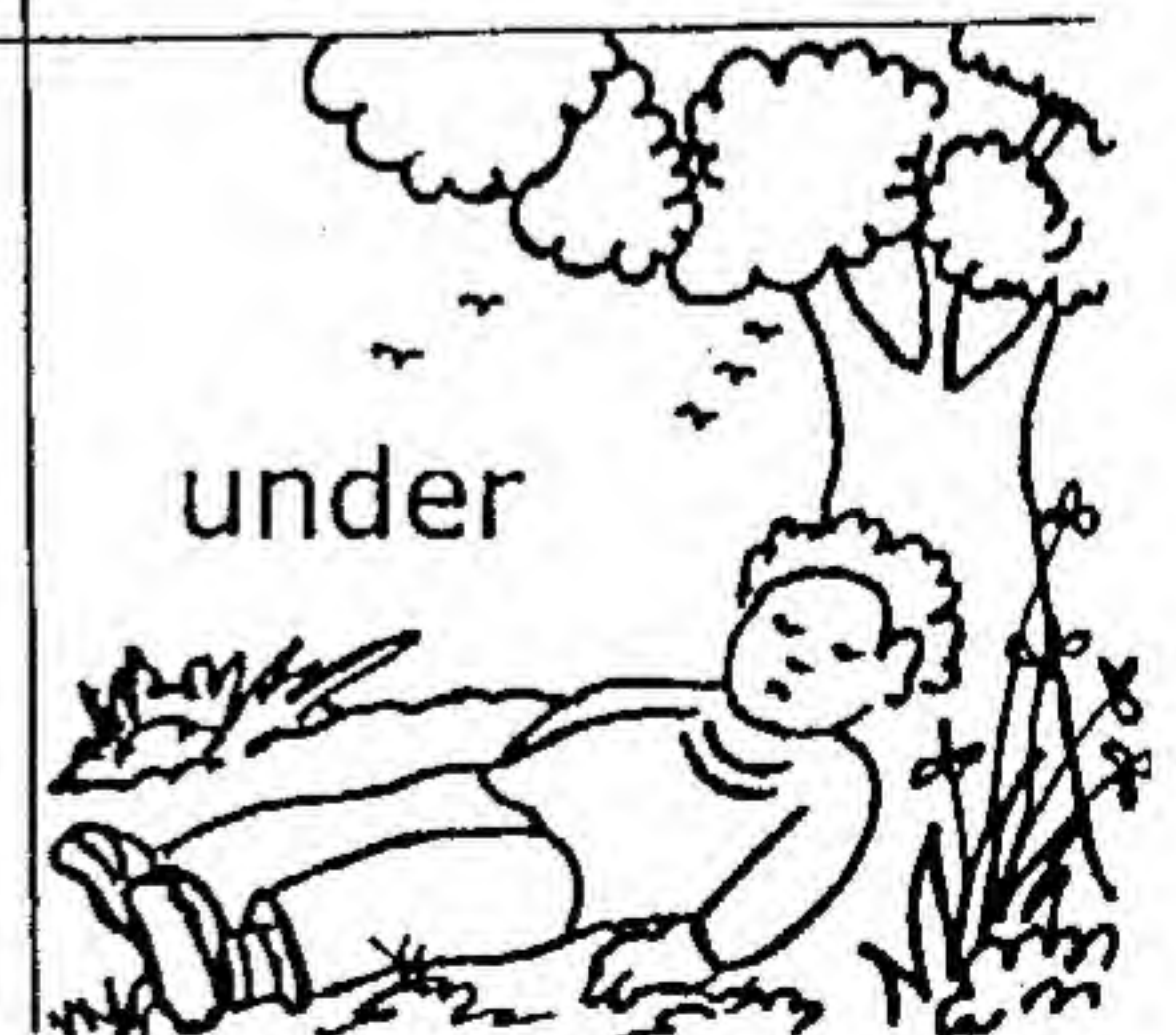
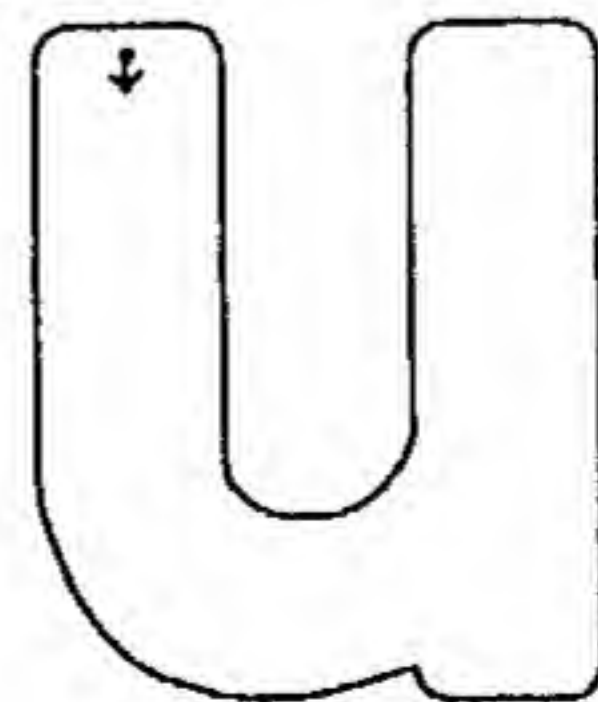
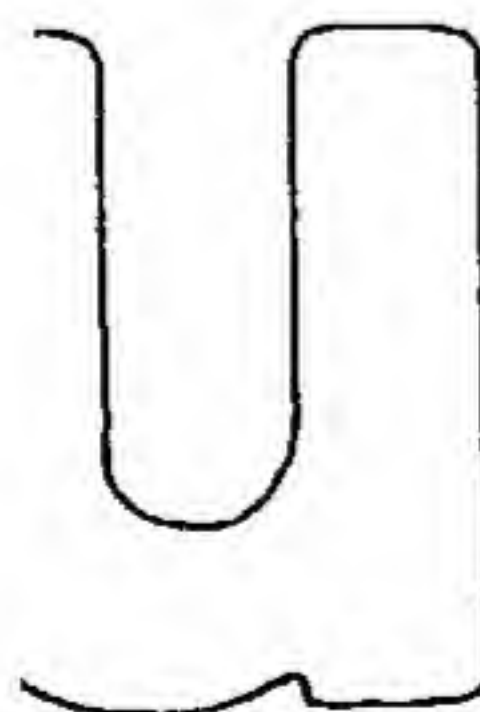
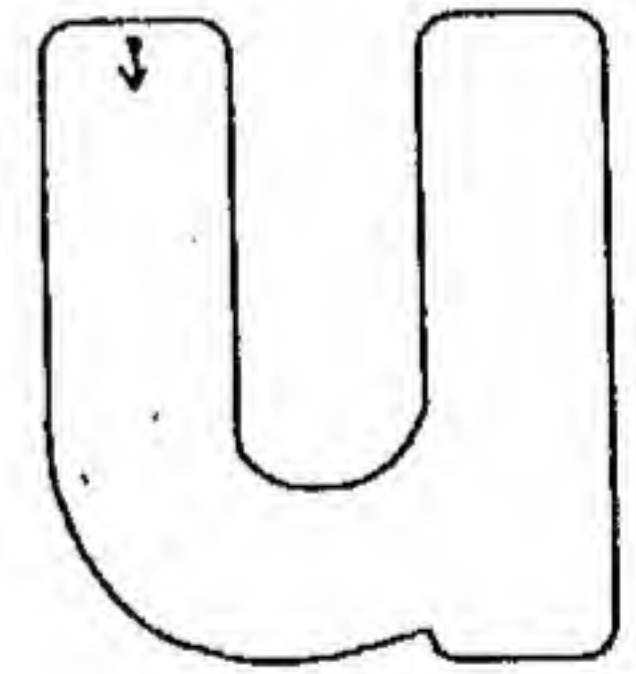
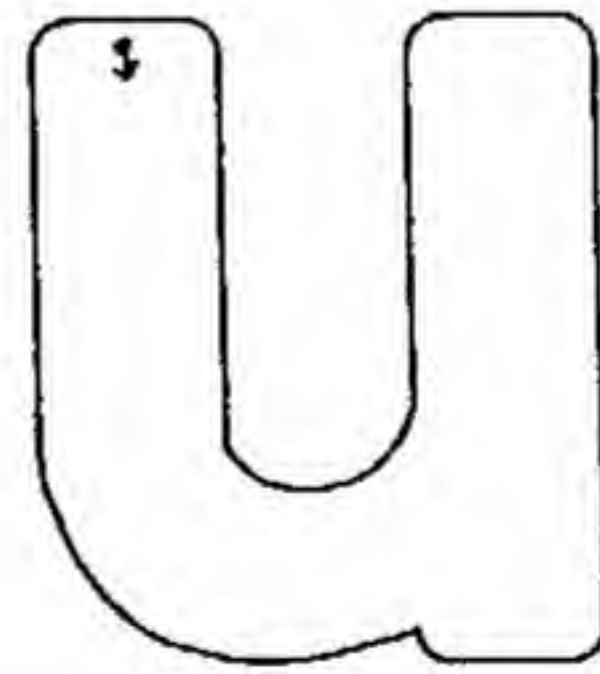
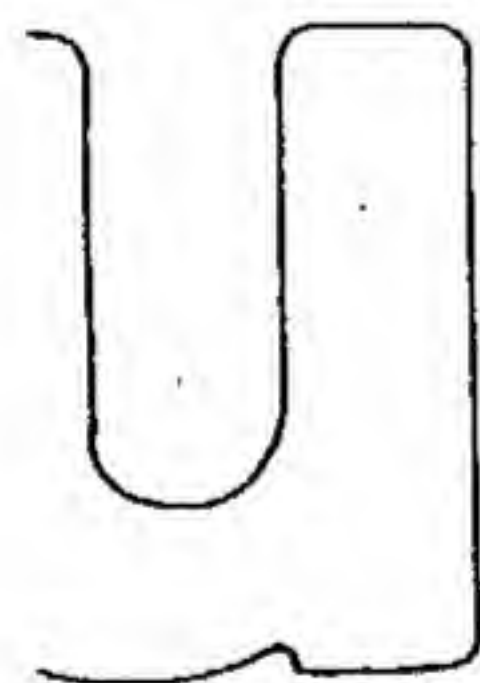
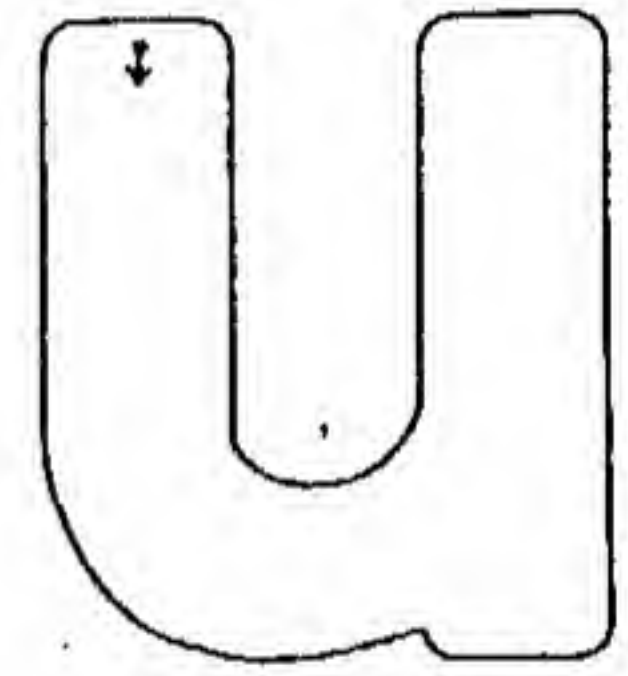
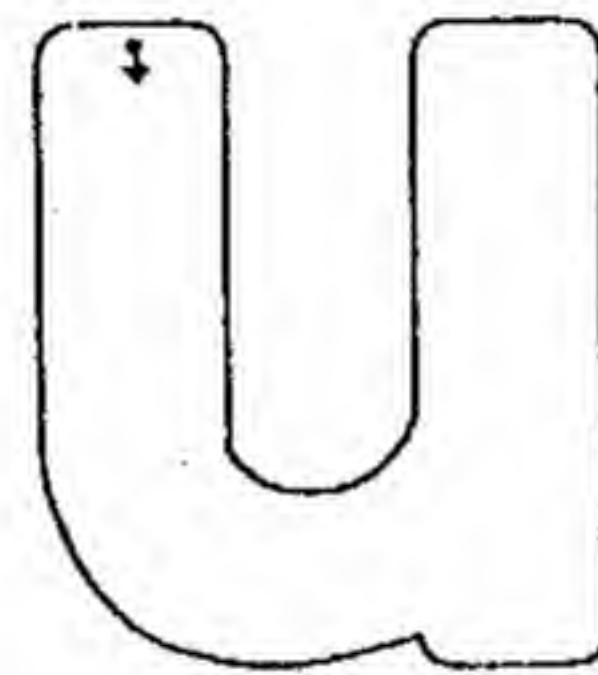
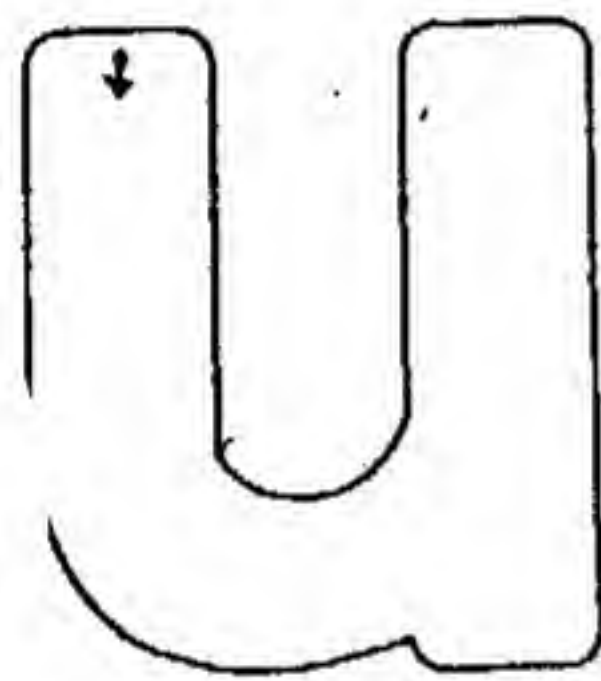
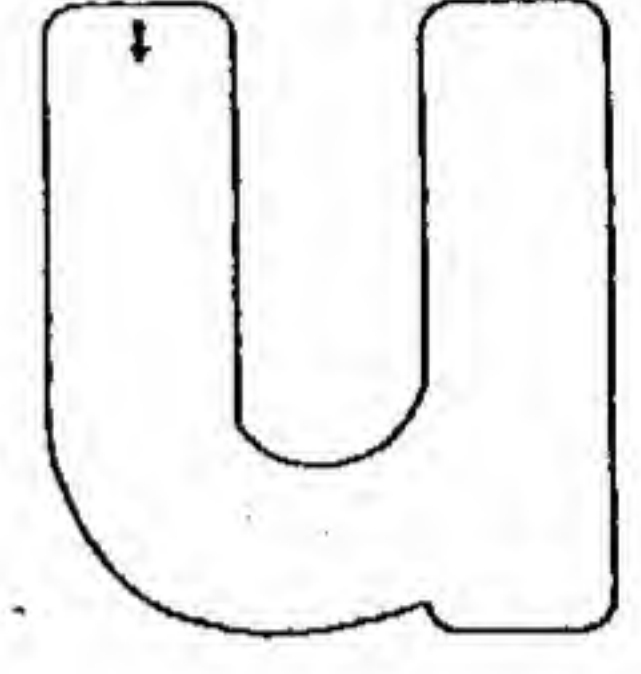
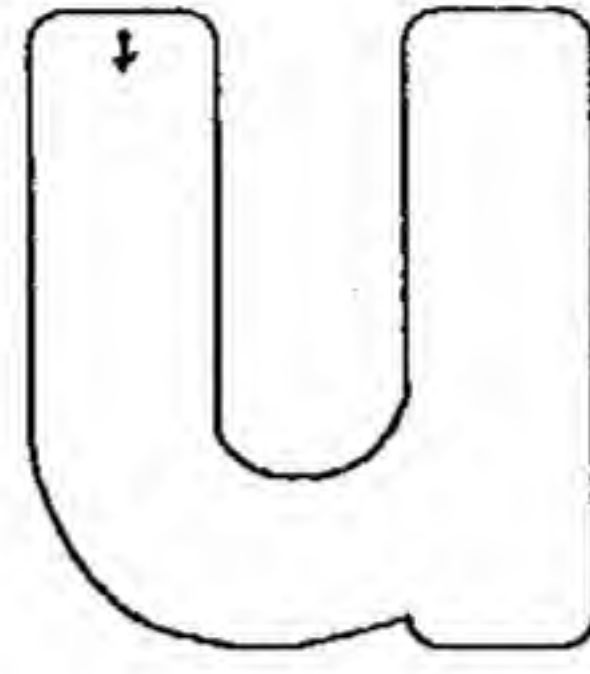
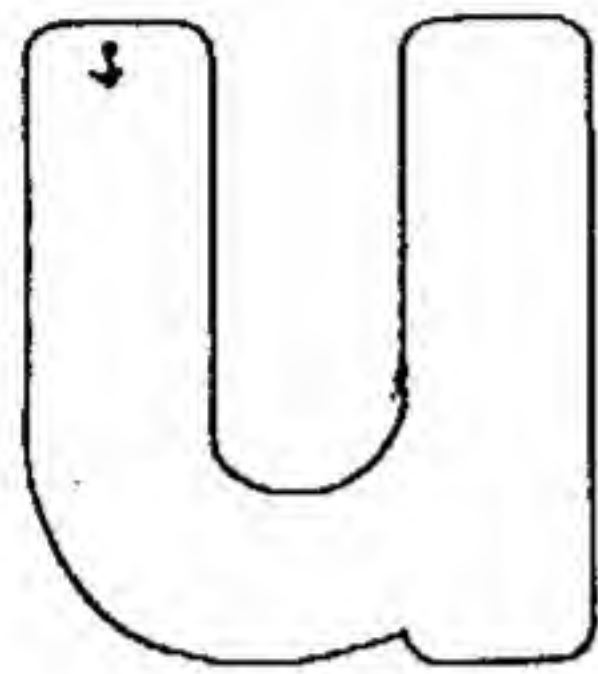
Level: Nursery  
Week: 4

Term: 3  
Day: 5

date: \_\_\_\_\_

day: \_\_\_\_\_

trace and colour



# Lesson Plan

## Writing

Level: Nursery  
Term: 3  
Week: 4  
Day: 6

1. **Objectives:** The children will be able to:
  - Write the correct formation.
  - Write the letters independently.
2. **Skill:** Independent writing.
3. **Activities:** Material work.
4. **Material:** Sand paper letters, sand tray, work sheet

---

5. **Procedure:**

The children will write the letters k, p, u independently starting from a given point.

Group work:

The children will work in groups, one group will do the work sheet and one group will work with the material.



# Worksheet

Level: *Nursery*  
Week: *4*

Term: *3*  
Day: *6*

date: \_\_\_\_\_

day: \_\_\_\_\_

write k



# Worksheet

Level: Nursery  
Week: 4

Term: 3  
Day: 6

ate: \_\_\_\_\_

doy: \_\_\_\_\_

write p





# Worksheet

Level: Nursery  
Week: 4

Term: 3  
Day: 6

date: \_\_\_\_\_

day: \_\_\_\_\_

write u

u

u

↓

↓

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# Lesson Plan

## (English)

Level: Nursery

Term: 3

Week: 5

Communication	Reading	Writing	Assessment
<ul style="list-style-type: none"><li>- Reinforcement of at an ap and in words.</li><li>- (Nursery Rhyme)</li><li>- Material work.</li><li>- Opening and closing of bottles.</li></ul>	<ul style="list-style-type: none"><li>- Text Jane is in the toy shop.</li></ul>	Book lets of in and at words.	Match and join.



# Lesson Plan

## Communication

Level: Nursery  
Term: 3  
Week: 5  
Day: 1

1. **Objectives:** The learners will be able to:
  - Recognize the phonic words.
  - Memorize the phonic sounds.
2. **Function:** Reinforcement of an and ap words.
3. **Activity:** Making words in the sand.
4. **Material:** Sand tray Flash cards.

---

### 5. **Procedure:**

The Teacher will write the series on the board.

<b><u>an</u></b>	<b><u>ap</u></b>
Can	cap
Pan	nap
Ran	lap
Man	map
Van	tap
Fan	gap

And the children will recite the phonic words. Later they can work with the material.

Task – B: Nursery Rhyme

# Lesson Plan

## Communication

Level: Nursery  
Term: 3  
Week: 5  
Day: 1

1. **Objectives:** The learners will be able to:
    - Enjoy the rhythm of the rhyme.
    - Pronounce the lines of the song.
  2. **Function:** Singing an action word poem.
  3. **Activity:** Singing (I like to sing when the sun is shining)
  4. **Material:** A poem page, cassette and a cassette player.
- 

### 5. **Procedure:**

#### Preparation:

Tell them that they are going to listen to and sing a poem of action words from the cassette.

#### Introduction:

Introduction of the words on the board, walk, clap, jump and dance (add as many words as you can on the same rhythm.)

#### Listening:

Play the song and they will listen only.

#### Singing:

Sing along and let the class follow the song with actions.



# Lesson Plan

## Communication

Level: Nursery  
Term: 3  
Week: 5  
Day: 2

1. **Objectives:** The learners will be able to:
    - Recognize the phonic words.
    - Memorize the phonic sound.
  2. **Function:** Reinforcement of an and ap words.
  3. **Activity:** Making words in the sand.
  4. **Material:** Sand tray, flash cards.
- 

5. **Procedure:**

The teachers will write the series on the board and the children will recite the phonic words. Later they can work with the material.

<b><u>in</u></b>	<b><u>at</u></b>
bin	cat
fin	bat
tin	fat
pin	sat
win	hat
	mat

# Lesson Plan

## Writing

Level: Nursery  
Term: 3  
Week: 5  
Day: 3

1. **Objectives:** The children will be able to:
- Develop muscular control and eye hand co-ordination.
  - Increase attention span.
2. **Function:** Opening and closing of bottles.
3. **Material:** Bottles with various kinds of lids should be collected and used for this activity. Please ensure no glass bottles are used and they must be properly cleaned and dried before use.

---

4. **Procedure:**

The teacher will show the children how to open and close or screw and unscrew different bottles.

Later let the children fit the lids to the appropriate bottles.

**Group Presentation by teacher followed by individual work.**



# Lesson Plan

## Reading

Level: Nursery  
Term: 3  
Week: 5  
Day: 4

1. **Objectives:** The children will be able to:
  - Read with fluency and correct pronunciation.
  - Read and understand the words.
2. **Skills:** Reading aloud.
3. **Topic:** Jane is in the toy shop.
4. **Material:** Text page.

---

### 5. **Procedure:**

Ask the following:

1. What can you see in the picture?
2. Do you remember the name of the girl in the picture?
3. Where is she?
4. Picture talk.

Reading aloud:

Distribute the text page and read the text aloud and ask the children to follow you.

Individual reading:

Later each child can come to you and read the text encourages them to use the words in their own sentences.



Jane is in  
the toy shop.





# Lesson Plan

## Writing

### Booklet of 'in' and 'at' words

Level: Nursery

Term: 3

Week: 5

Day: 5

1. **Objectives:** Introduction of 'in' and 'at' series
2. **Skills:** Reading and matching sounds of the mentioned series.
3. **Topic:** 'in' and 'at' series.

---

#### 4. **Procedure:**

The learners will be given their individual booklets and required to:

- read through the words.
- match words with corresponding pictures.
- do given exercises for mental imprints.
- colours in the pictures for enjoyment.

(Sample booklet provided with the resource pack.)

# Worksheet

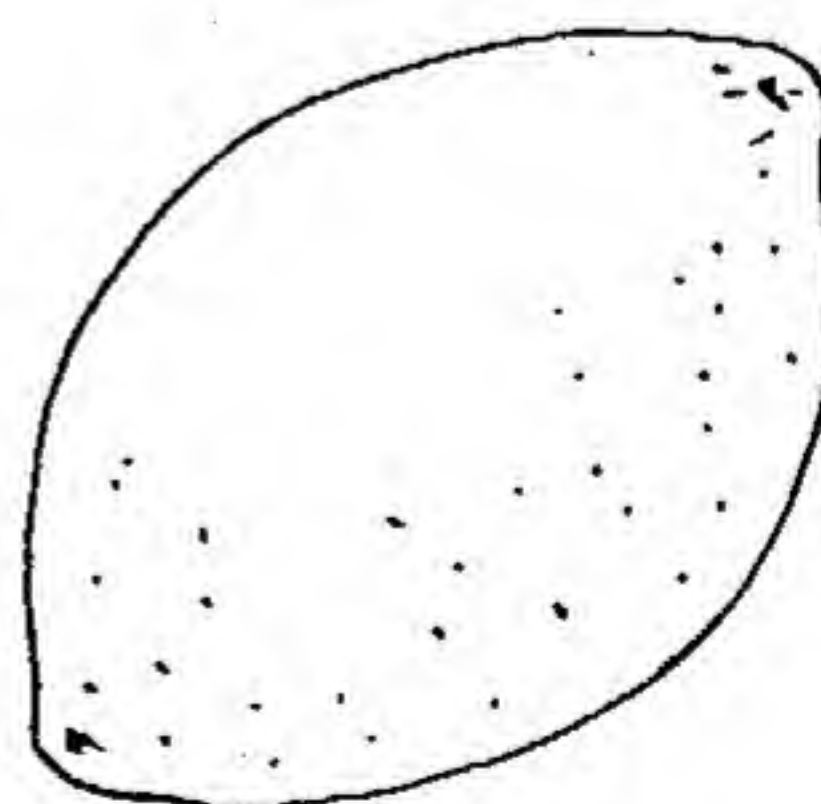
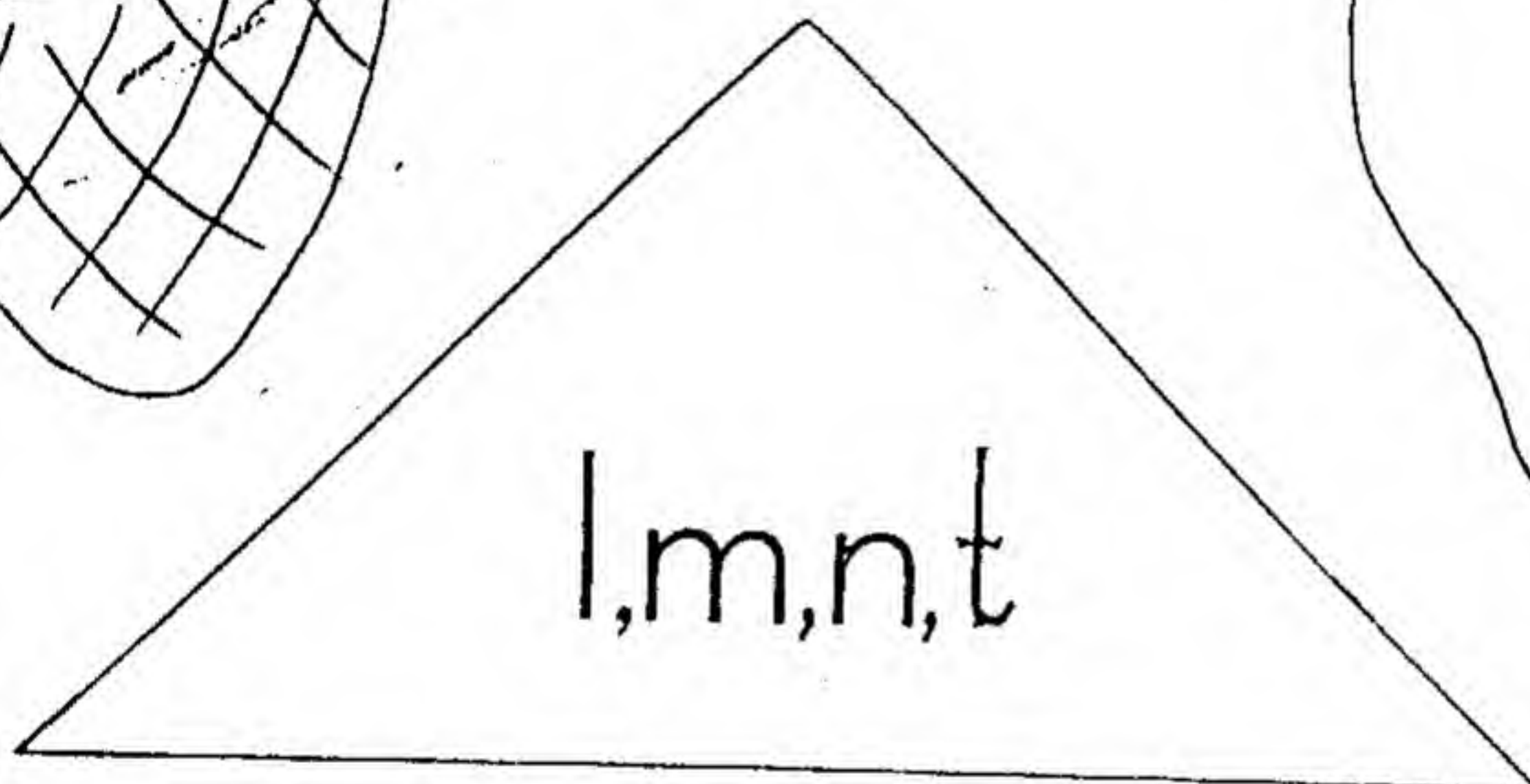
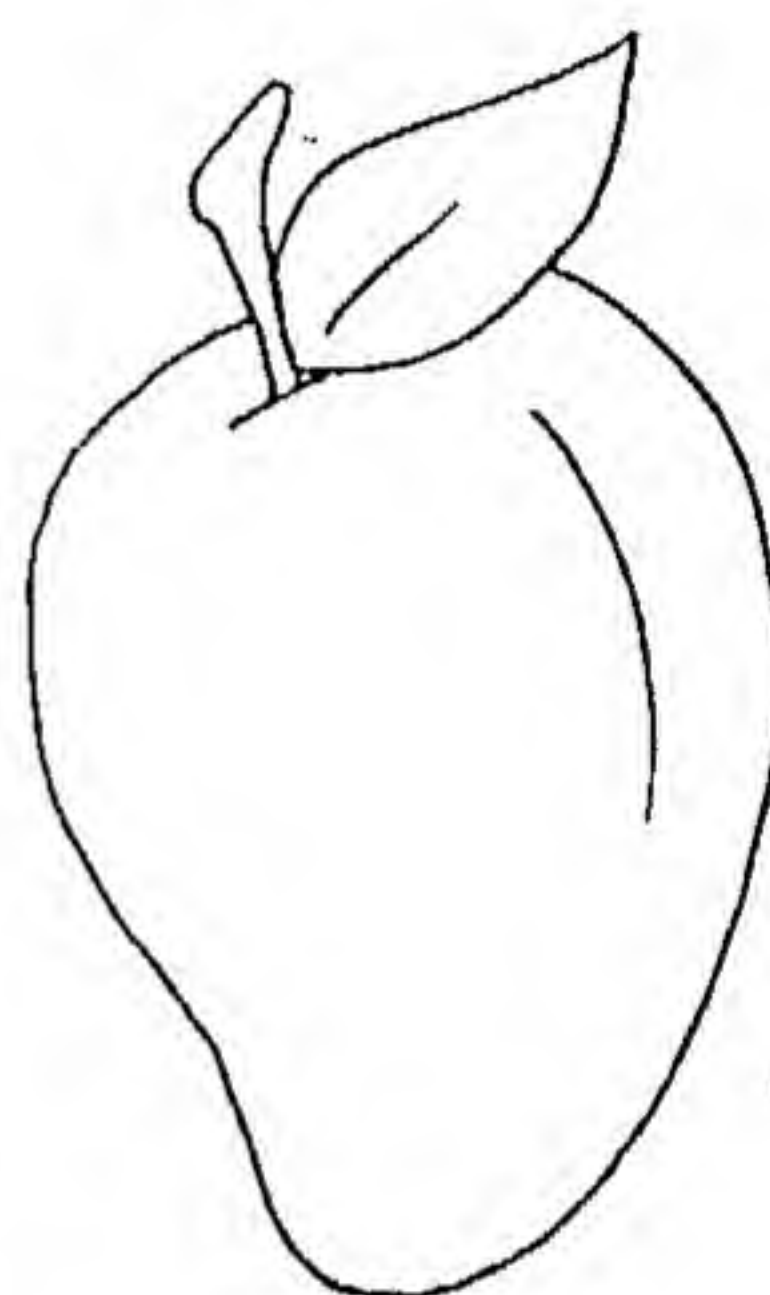
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Week: *5*

Term: *3*  
Day: *6*

date: \_\_\_\_\_

day: \_\_\_\_\_

match and colour





# Worksheet

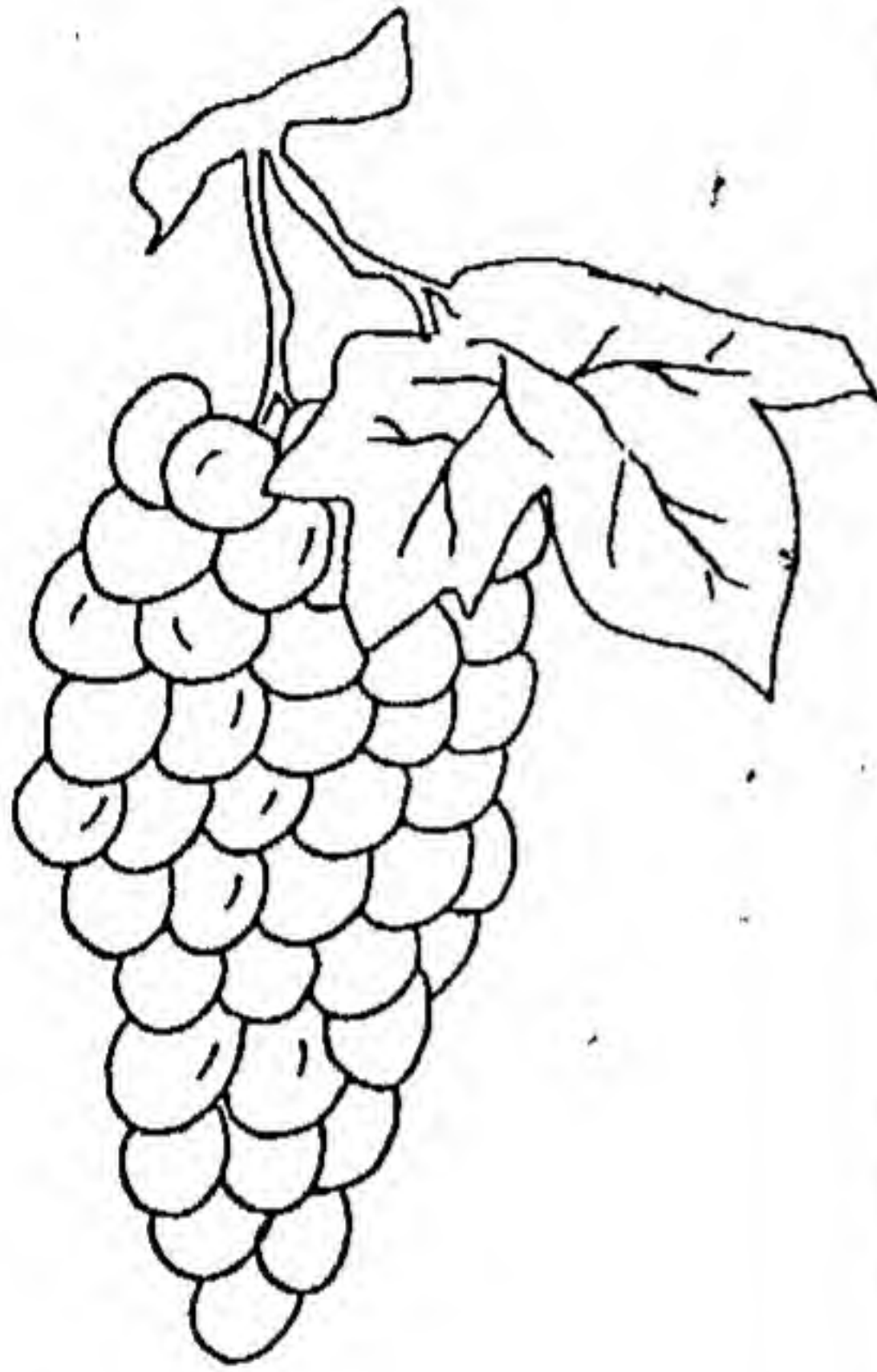
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Week: *5*

Term: *3*  
Day: *6*

date: \_\_\_\_\_

day: \_\_\_\_\_

match and colour

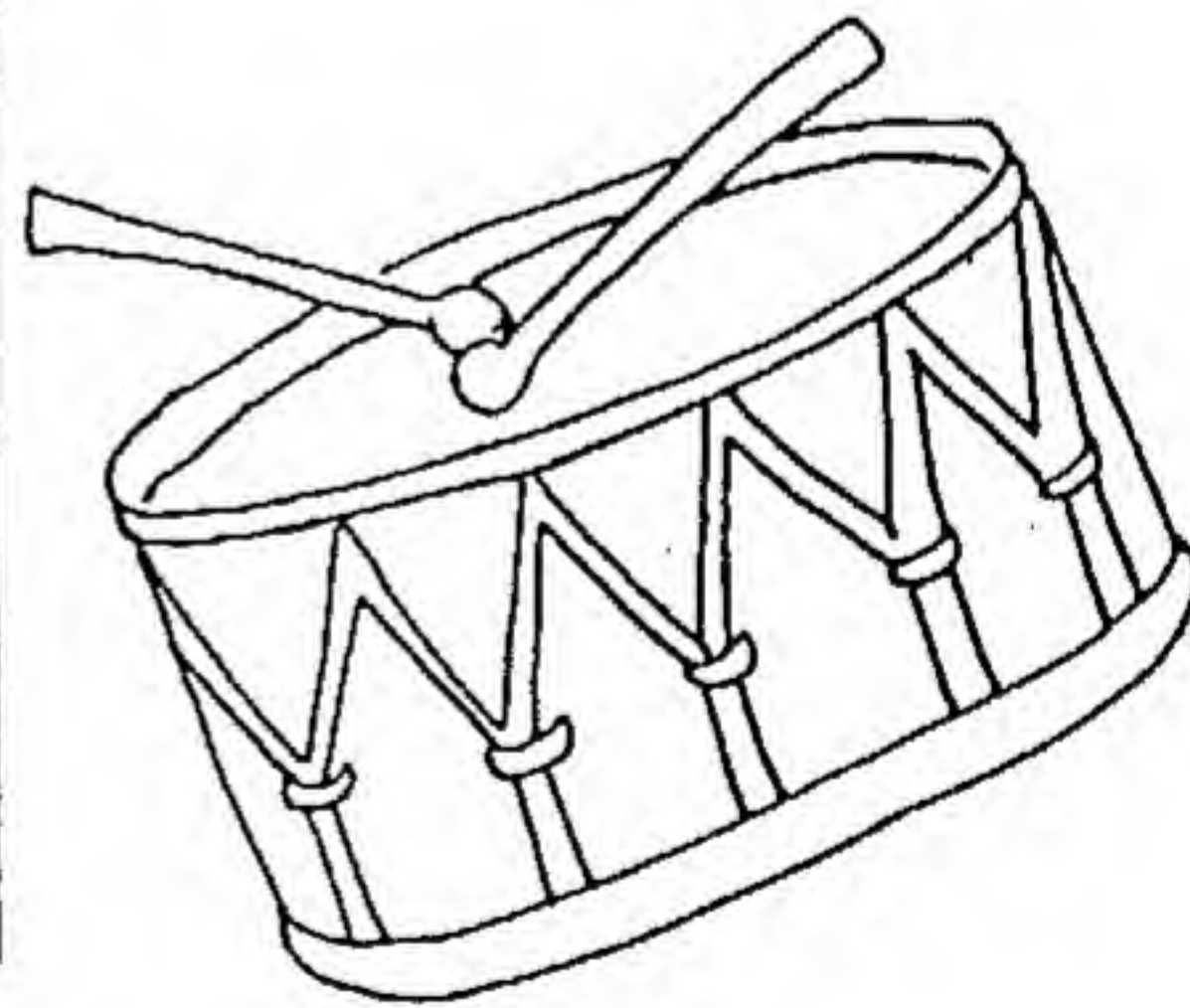
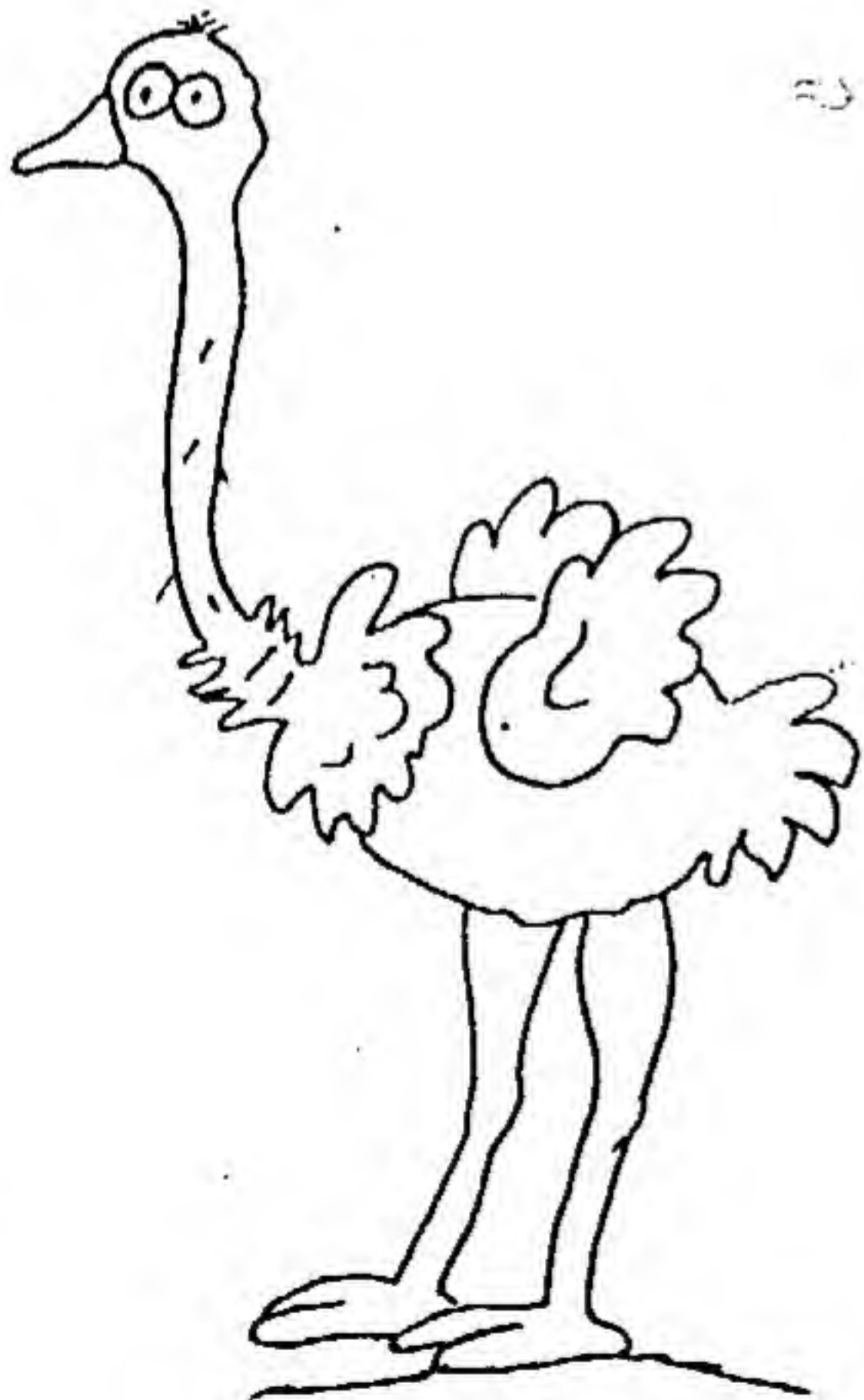
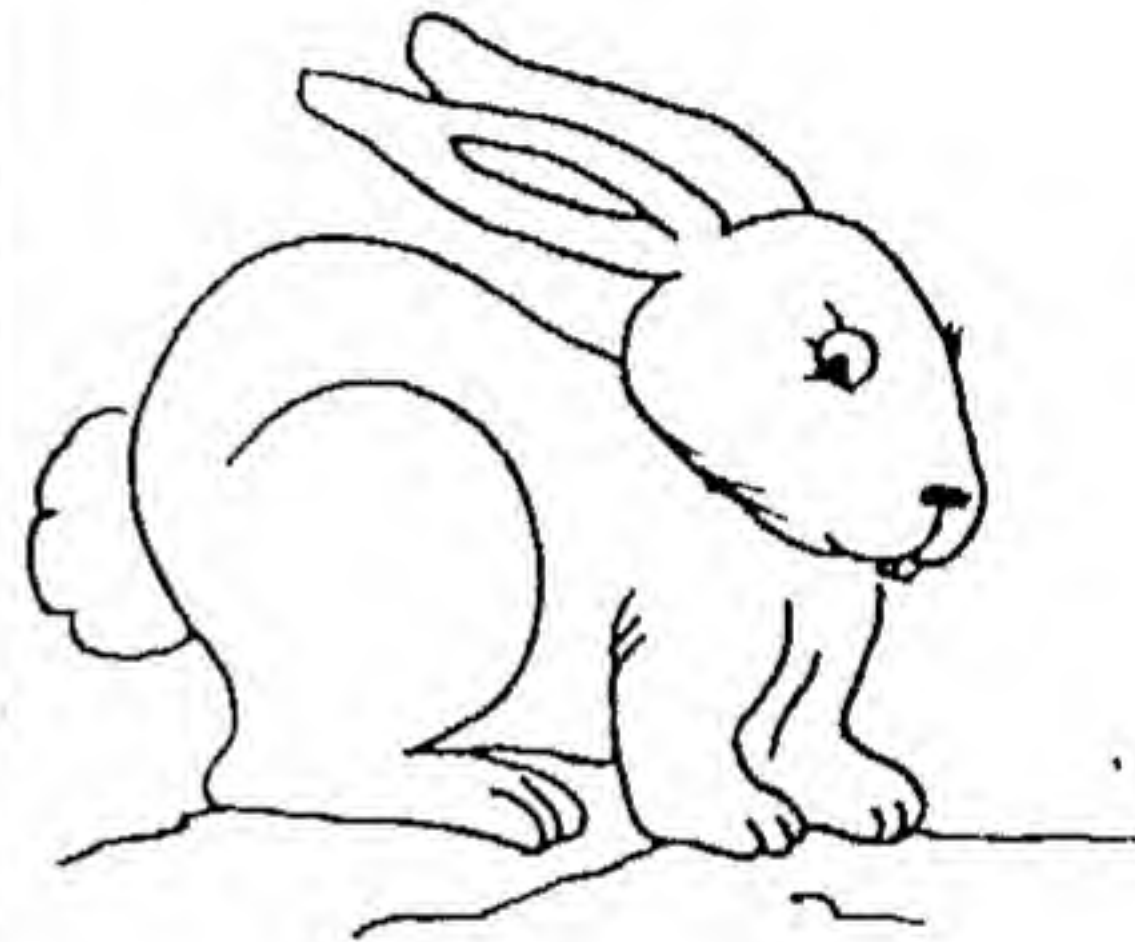


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r



# Worksheet

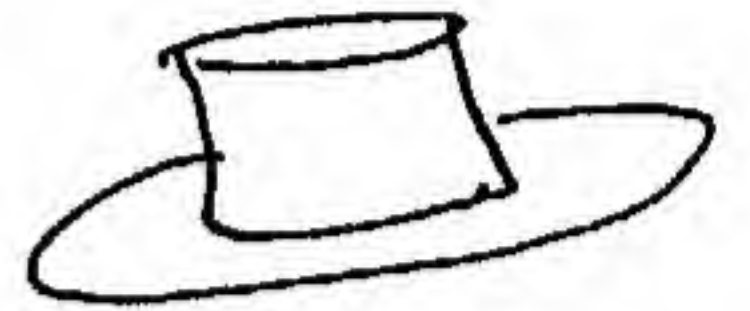
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Week: 5

Term: 3  
Day: 6

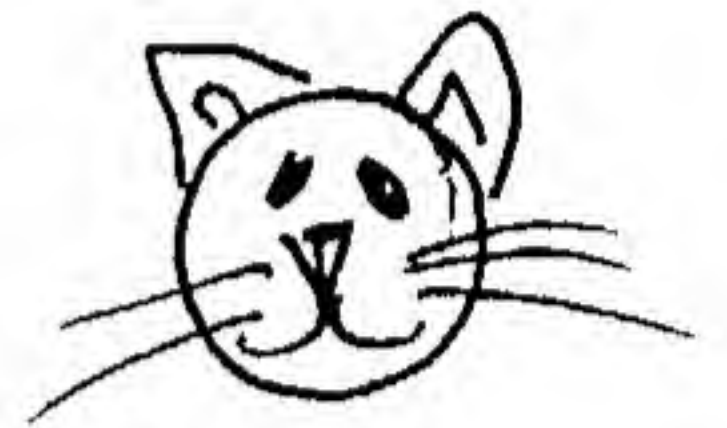
Assessment

match and join

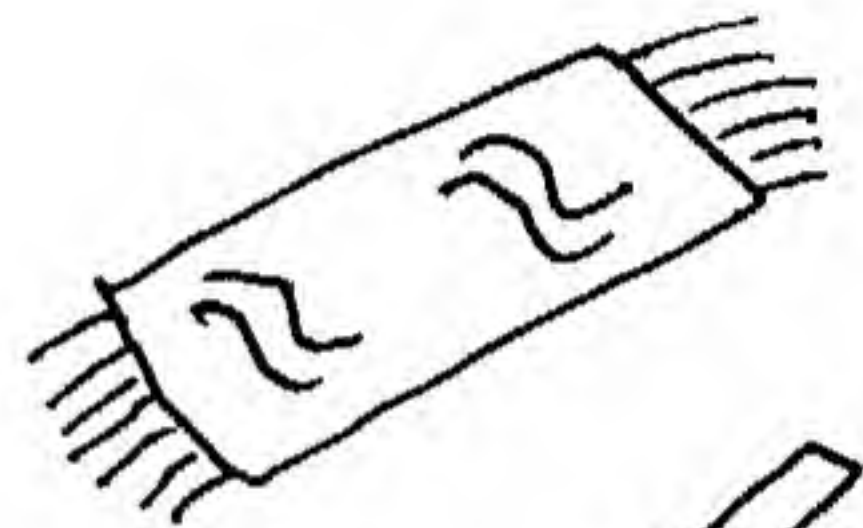
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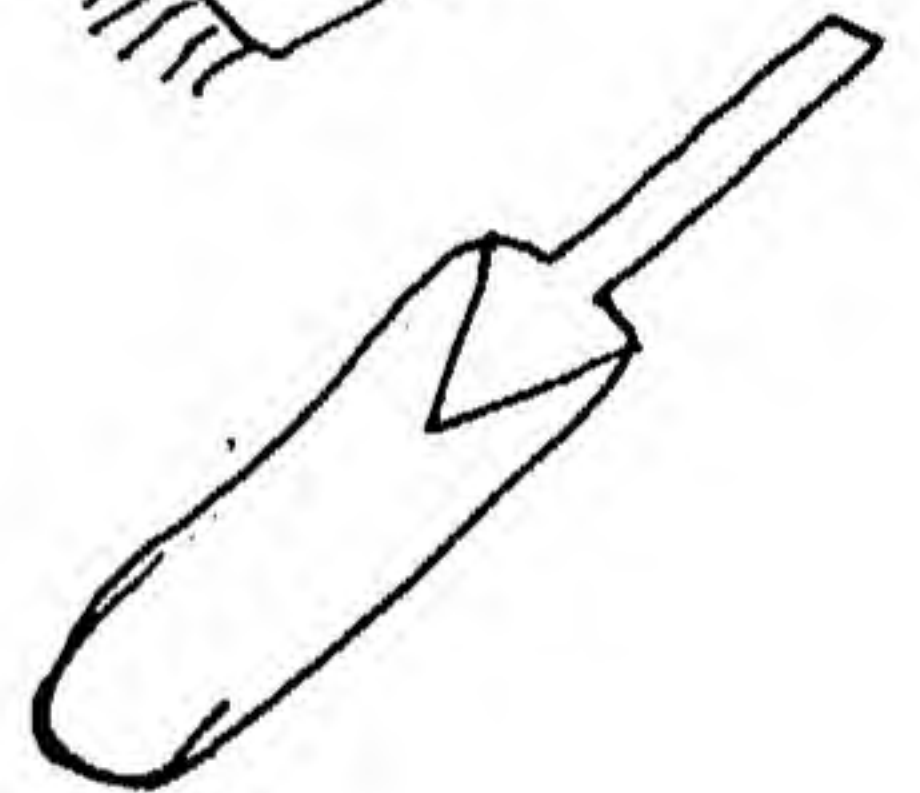
bat



hat



mat



bin



fin



tin



pin





# Lesson Plan

## (English)

Level: Nursery

Term: 3

Week: 6

Periods: 8

Communication	Reading	Writing	Assessment
<ul style="list-style-type: none"><li>• Reinforcement of all the letters done so far.</li><li>• Poem (Ding Dong bell)</li><li>• Material work threading beads.</li></ul> (Fun Activities) Patterns tracing	Reinforcement of the text words.	Complete the Booklets. Writing in sequence a, b, c, work sheet.	Match and join

# Lesson Plan

## Communication

Level: Nursery

Term: 3

Week: 6

Day: 1

1. **Objectives:** The children will be able to:
    - Memorize the sounds learnt earlier.
    - Recognize letters.
  2. **Function:** Reinforcement of the phonic sounds of all the letters done.
  3. **Activity:** Material work.
  4. **Material:** Boards or slates, sand paper letters, sand tray, flash cards.
- 

5. **Procedure:**

The teacher will write all the letters done so far in sequence and ask the children to read them and name the objects and things starting with the same sound.

Activities:

Tracings of sand paper letters to get the sensorial impressions Discussing pictures that start with the mentioned sounds writing in the sand.

Follow-up:

Work sheet.



# Lesson Plan

## Communication

Level: Nursery

Term: 3

Week: 6

Day: 1

1. **Objectives:** The children will be able to:
  - Develop language
  - Learn new words and
  - Pronounce them correctly.
2. **Function:** Singing a traditional rhyme.
3. **Activity:** Singing or chanting a poem.
4. **Material:** Poem page (Ding Dong bell pussy in the well), cassette plays cassette.

### 5. **Procedure:**

Preparation:

Tell the children that they are going to listen to and sing a poem from the cassette.

Introduction:

Discuss the topic and chalk the vocabulary comprehensive if it is needed.

Listening:

Play the cassette and they will listen only.

Singing:

Distribute the poem page ask them to come and talk about the picture. They will sing along the cassette you can join them and sing in full tone and rhythm (more than once)

Group singing:

Stop playing the cassette and ask your students to sing them self without listening to the cassette.

Task B. Fun Activities (Coloring the poem page)



# Worksheet

Level: Nursery  
Week: 6

Term: 3  
Day: 1

Date: \_\_\_\_\_

Day: \_\_\_\_\_

Ding, dong, bell!

Ding, dong, bell!

Pussy's in the well!

Who put her in?

Little Johnny Thin.

Who pulled her out?

Little Johnny Stout.

What a naughty boy was that  
To try to drown a pussy cat,  
Which never did him any harm,  
But killed all the mice in his  
father's barn!





# Lesson Plan

## Communication

Level: Nursery

Term: 3

Week: 6

Day: 2

1. **Objectives:** The children will be able to develop fine motor skill to prepare the hand for holding the writing instrument.
2. **Function:** Threading Beads.
3. **Activity:** Work sheet of what comes next.
4. **Material:** Beads, strings and a bowl.

---

### 5. **Procedure:**

The teacher will show children how to string the beads alternately according to colours, shape or size e.g. one large and one small bead and so on the children will be able to string beads or draw pictures alternately in right order.

Task – B: (Fun Activities) Pattern tracing.

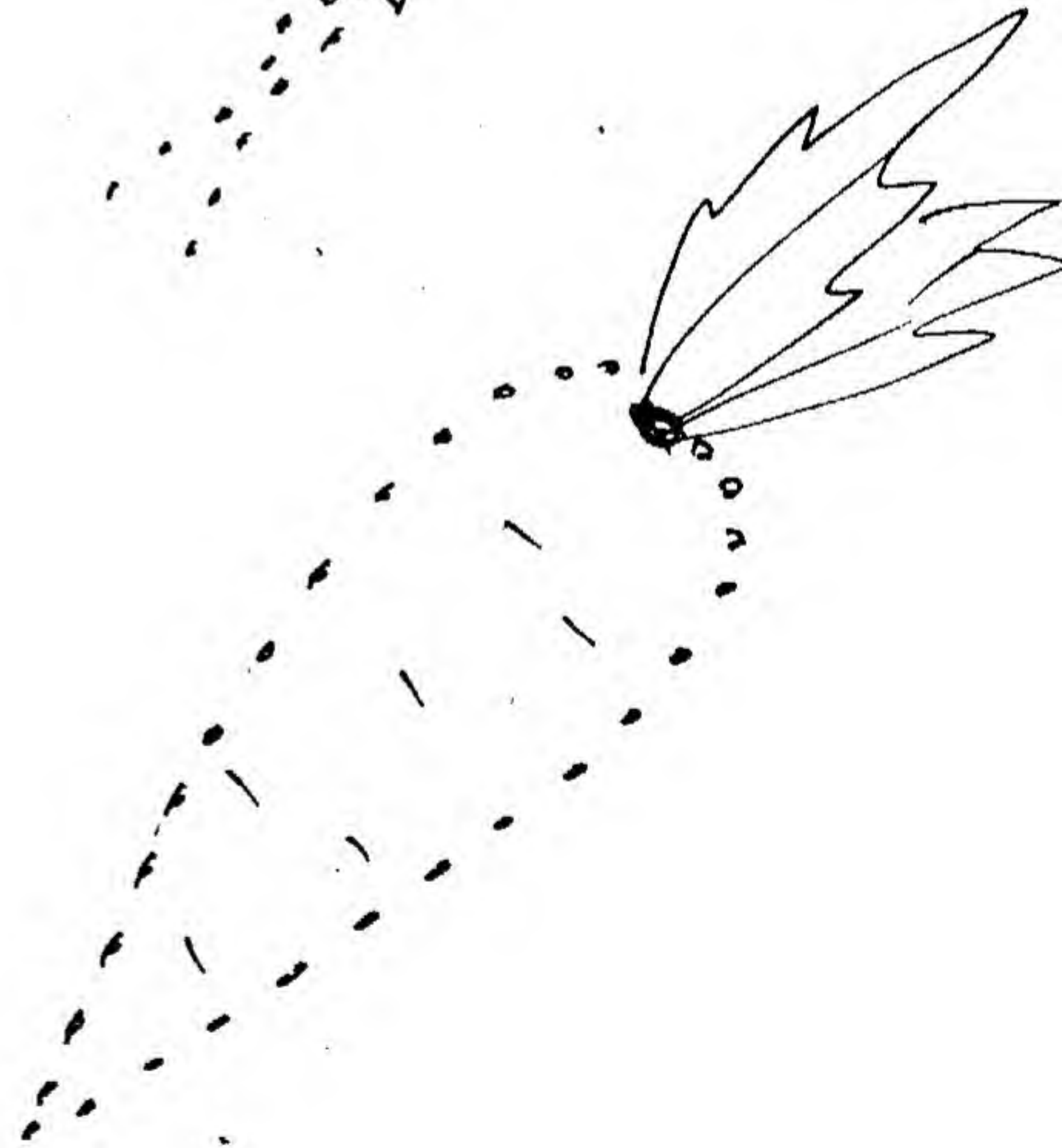
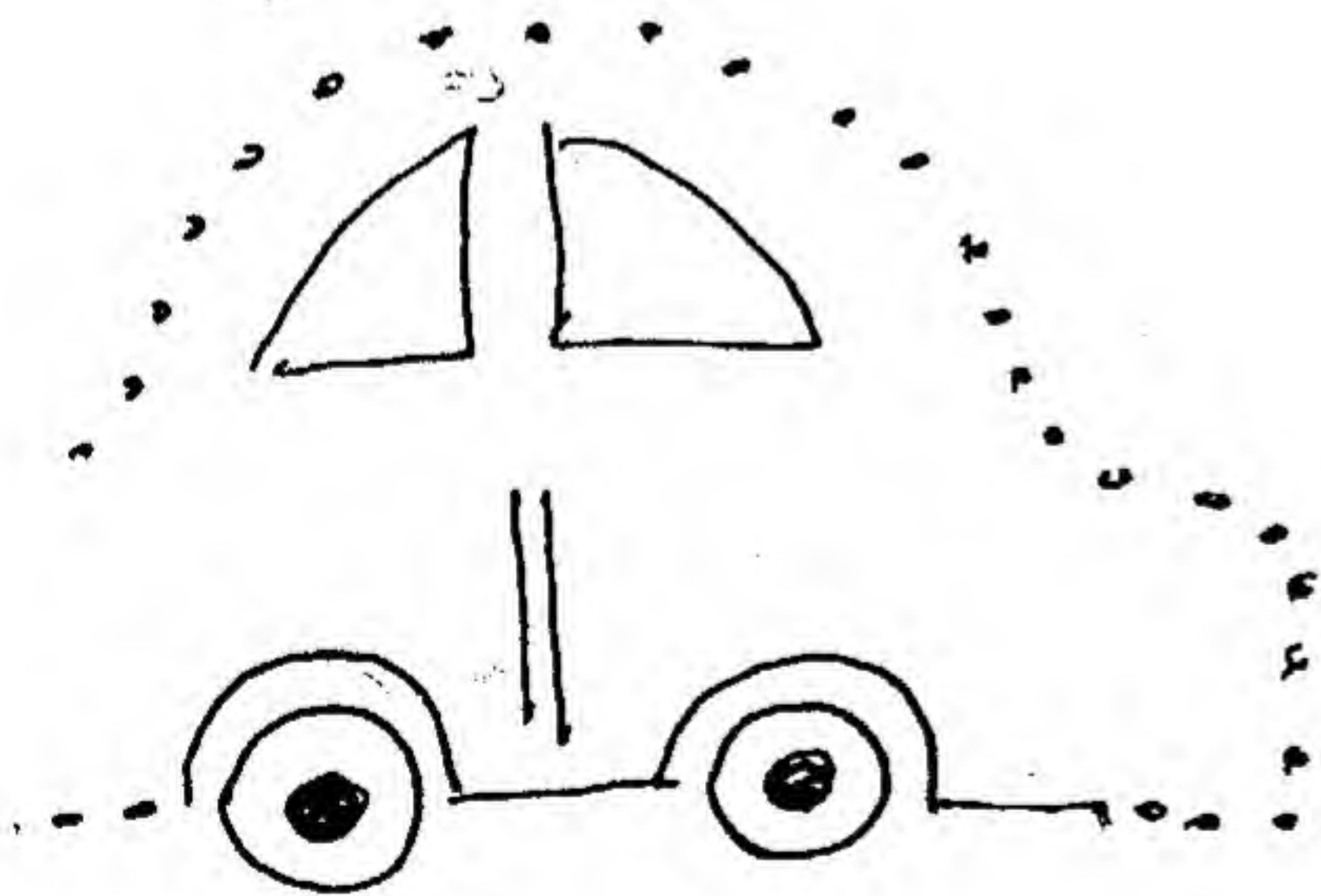
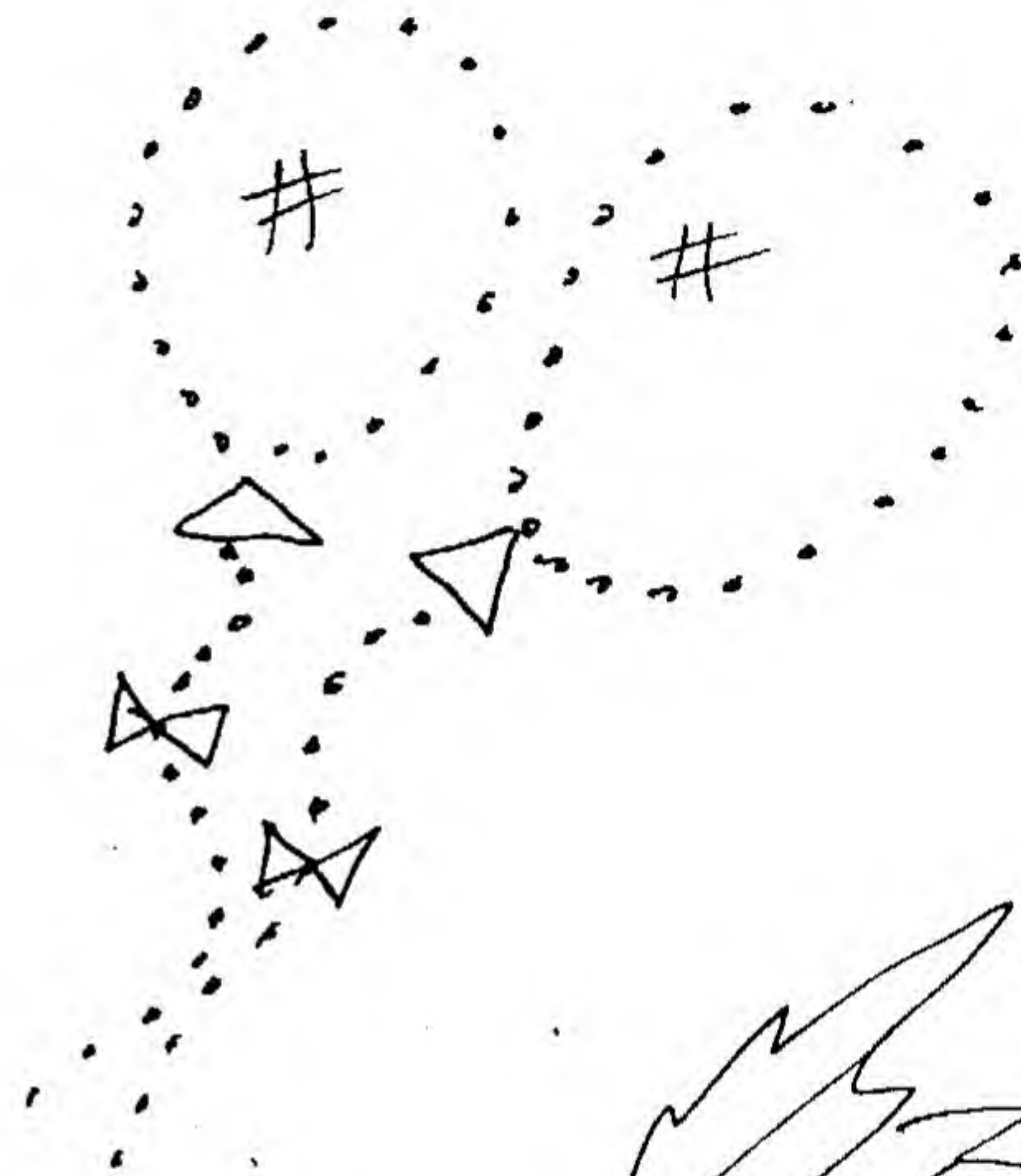
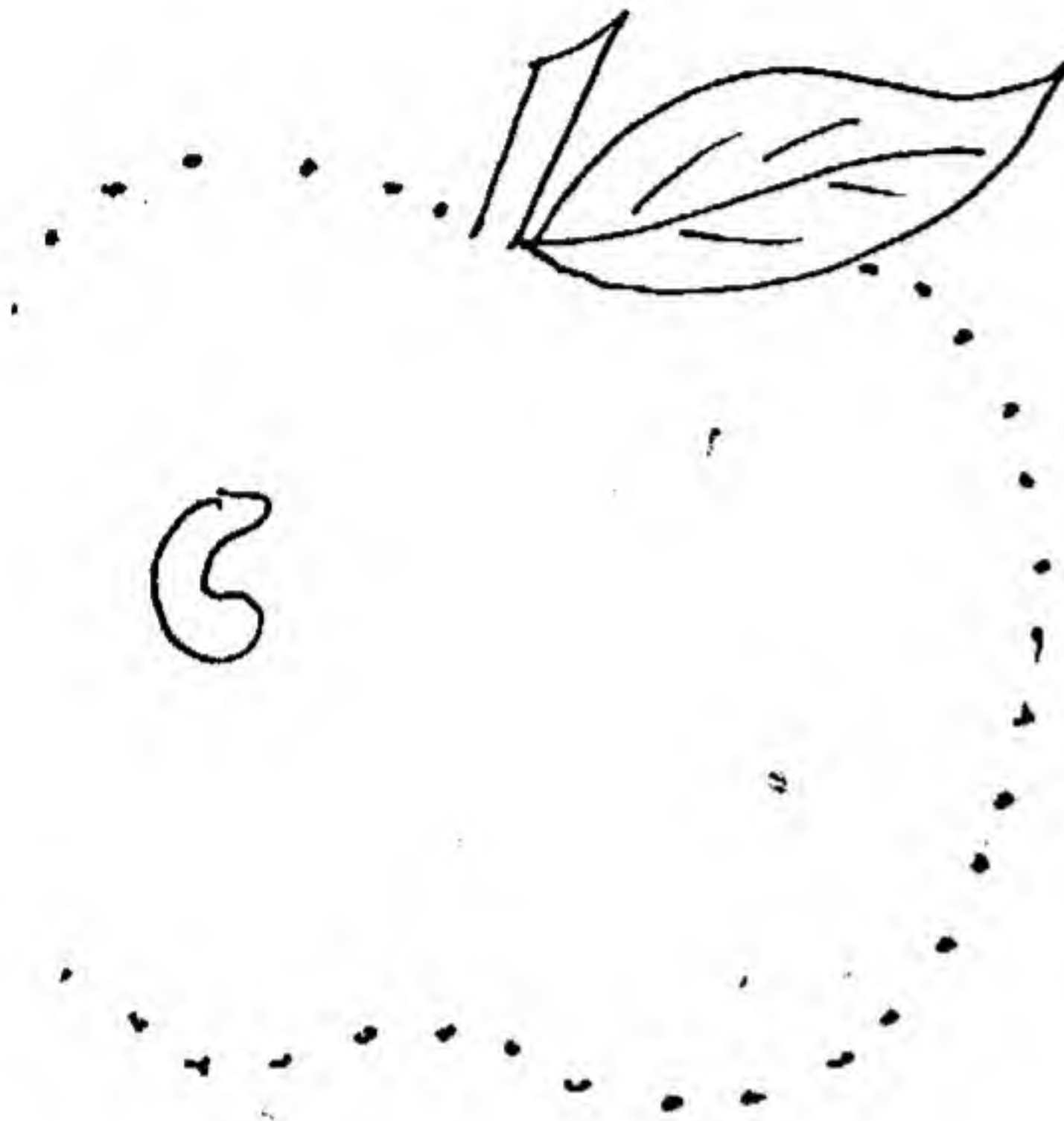
# Worksheet

Level: Nursery  
Week: 6

Term: 3  
Day: 2

For: Hobbies

## pattern tracing





# Lesson Plan

## Reading

Level: Nursery  
Term: 3  
Week: 6  
Day: 3

1. **Objectives:**      The children will be able to
    - Revise all the words learnt earlier.
    - Recognize the words and pictures.
  2. **Skill:**              Reading
  3. **Topic:**              Reinforcement
  4. **Material:**          Text pages and flash cards of words. Toy Peter etc.
- 

5. **Procedure:**

The teacher will reinforce and review the text for language development and to recognize vocabulary to help them memorize sounds and words and to recognize letters and encourage expression.

Reading aloud:

The teacher will keep on reading the text and the children can follow her by reading aloud after her.

Individual reading:

Each child can read individually one by one.

# Worksheet

Level:  
Week: 6

Term: 3  
Day: 4 and 6

complete the booklets

of in and at words.

(refer to lesson plan week 5 day 5 Term 3)



# Worksheet

Level:  
Week: 6

Term: 3  
Day: 5

date: \_\_\_\_\_

day: \_\_\_\_\_

write

a

b

c

# Lesson Plan

Level: Nursery

Term: 3

Week: 7

Periods: 8

Communication	Reading	Writing	Assessment
<ul style="list-style-type: none"><li>Reinforcement of all the letters done.</li><li>Oral introduction phonic sounds of the letter q.v. and w.</li><li>Discussion on favourite TV rogram.</li><li>ntroduction to in and ot words.</li></ul>	<p>- Text The dog is in the toy shop.</p>	<p>Tracing of the letter q, w and v in between the double lines. Writing names.</p>	<p>Reinforcement</p>



# Lesson Plan

Level: Nursery

Term: 3

Week: 7

Day: 1

1. **Objectives:** The children will be able to:
    - Memorize the sounds of letters learnt earlier.
    - Learning new sounds and adding new words to children's vocabulary.
    - Associating sounds to its related objects.
    - Recognize letters.
  2. **Function:** Reinforcement and introduction of the letter q, v & w.
  3. **Activity:** Making wrist watches with chart paper.
  4. **Material:** Sandpaper letters, sand tray, Flash cards, Green or black board.
- 

5. **Procedure:**

The teacher will reinforce the letter done on the board for 10 to 15 min. Then she will introduce the new letter on the board with their related objects and pictures & teaching them the formation of the letter.

Group work:

One group of children will do the coloring in the pictures and one group of children will do tracing of sand paper letters and will trace the letter in the sand and free hand tracings on boards.



# Worksheet

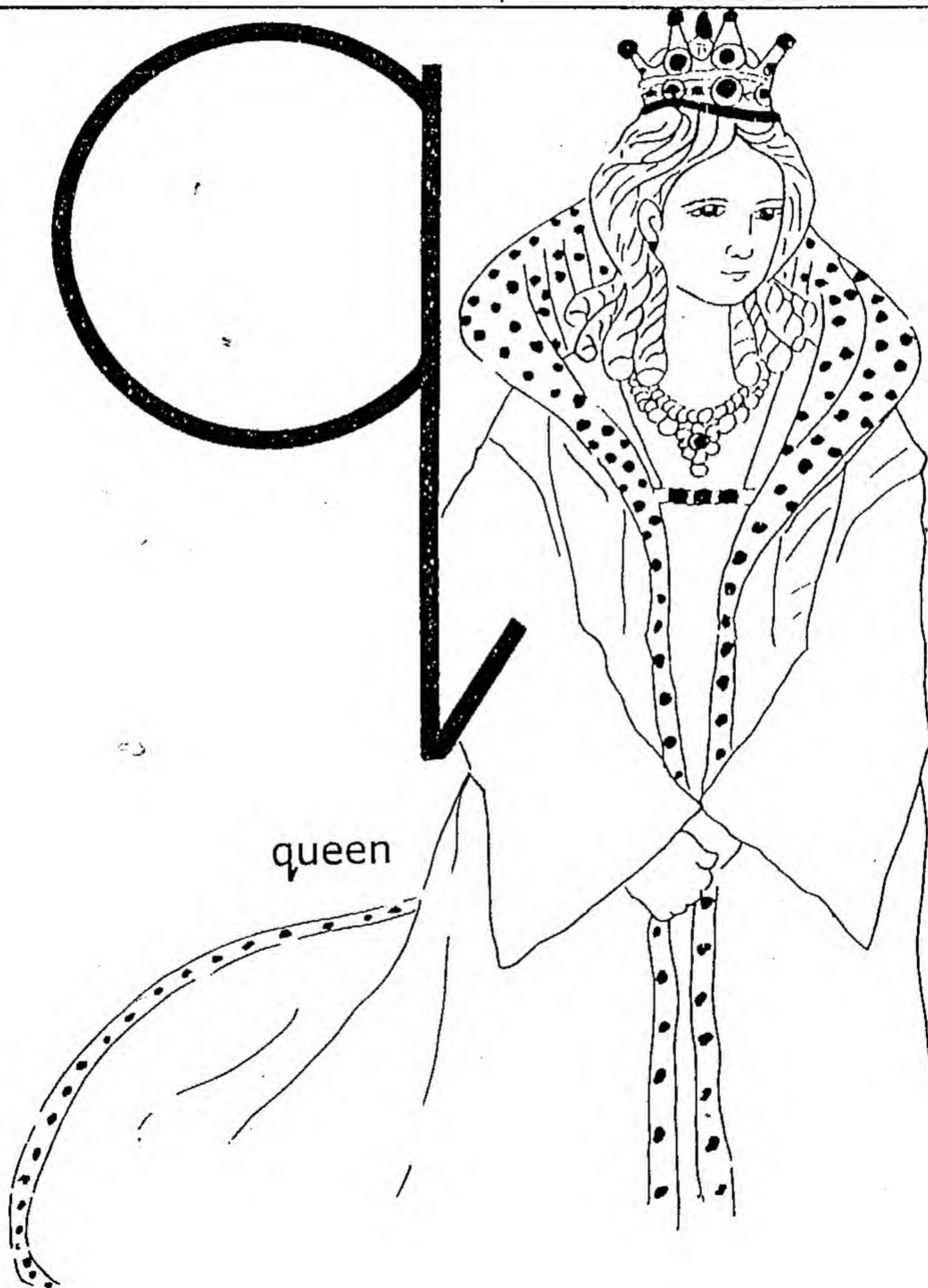
Level: *Nursery*  
Week: *7*

Term: *3*  
Day: *1*

date: \_\_\_\_\_

day: \_\_\_\_\_

introduction to letter q





# Worksheet

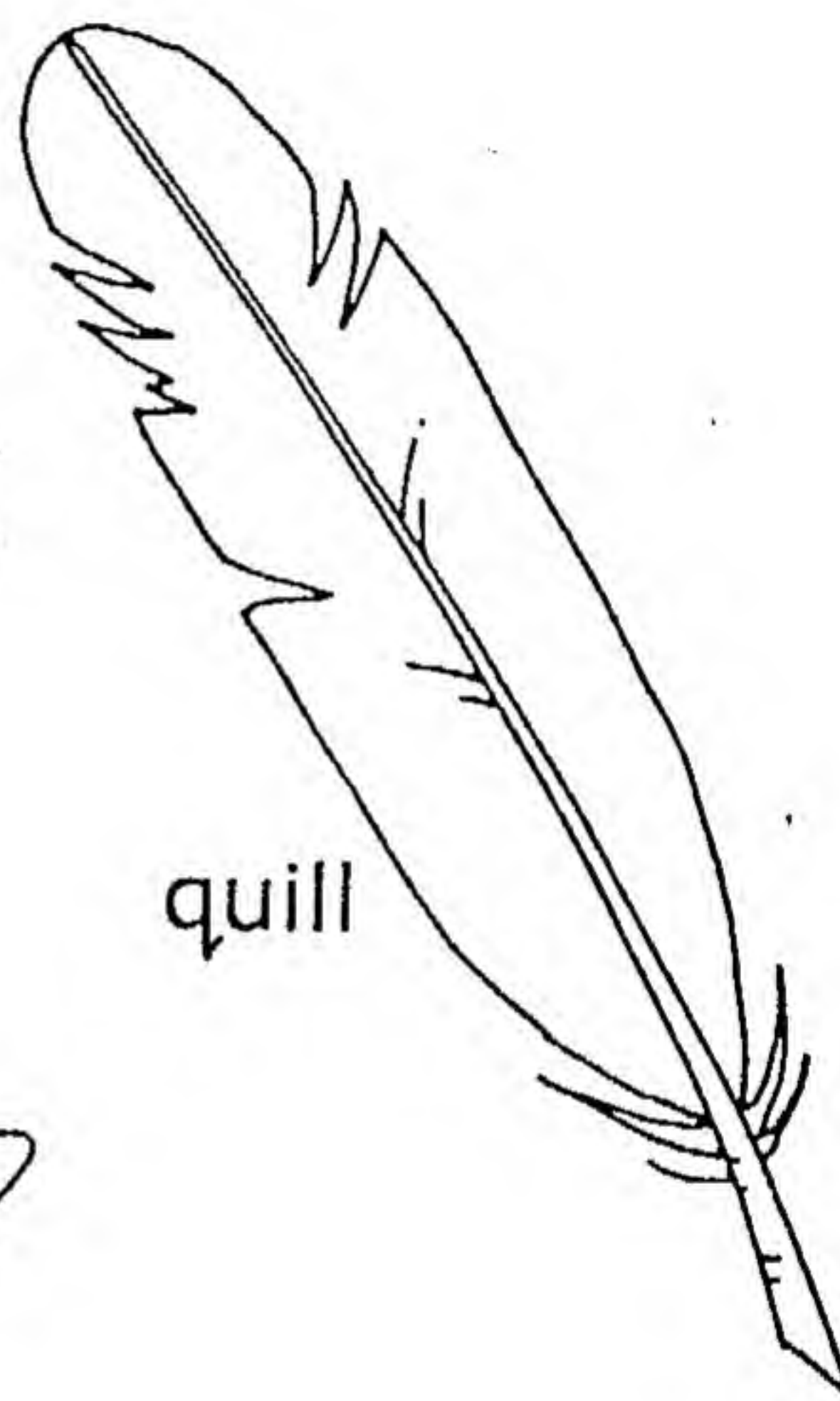
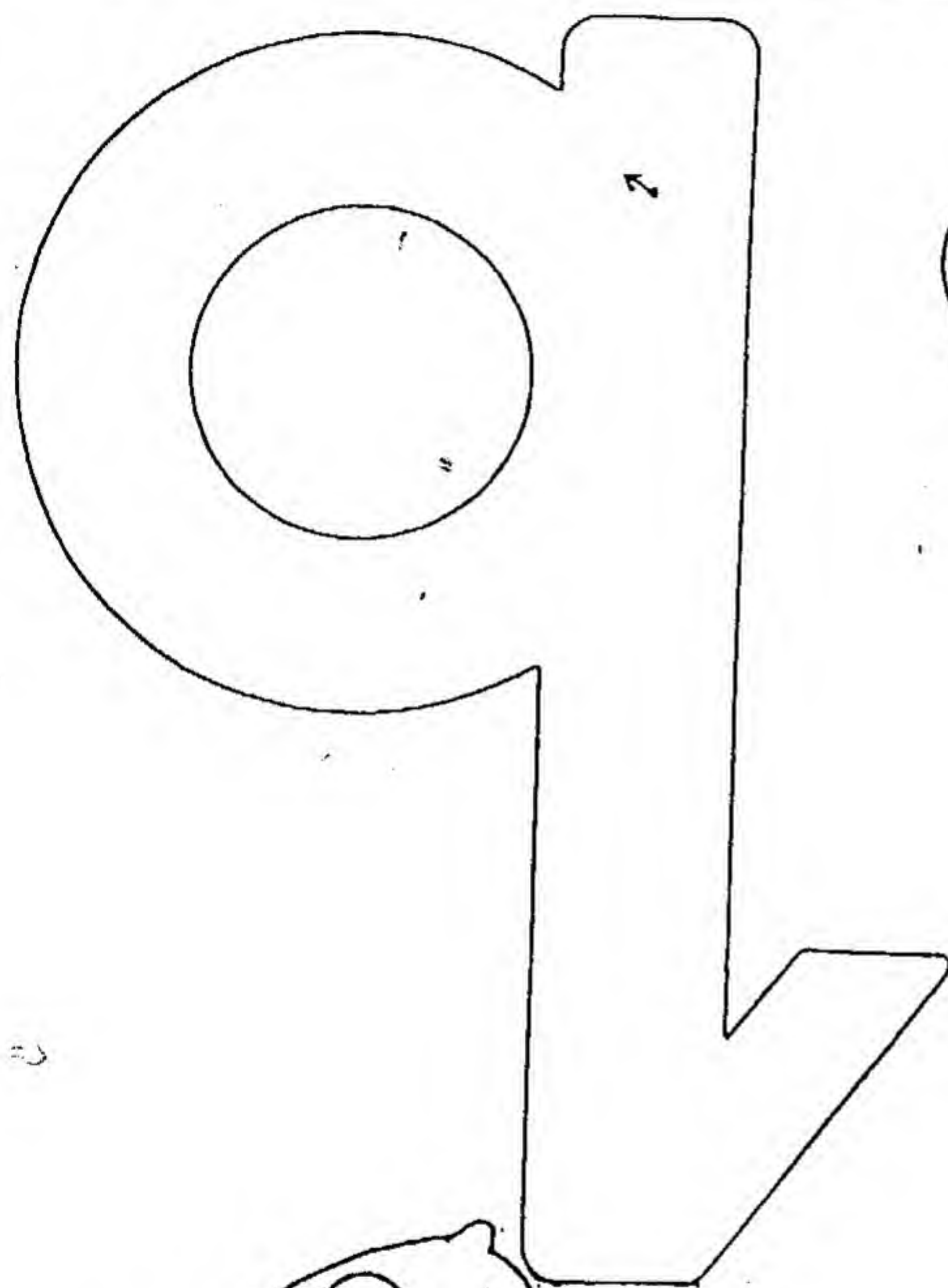
Level: Nursery  
Week: 7

Term: 3  
Day: 1

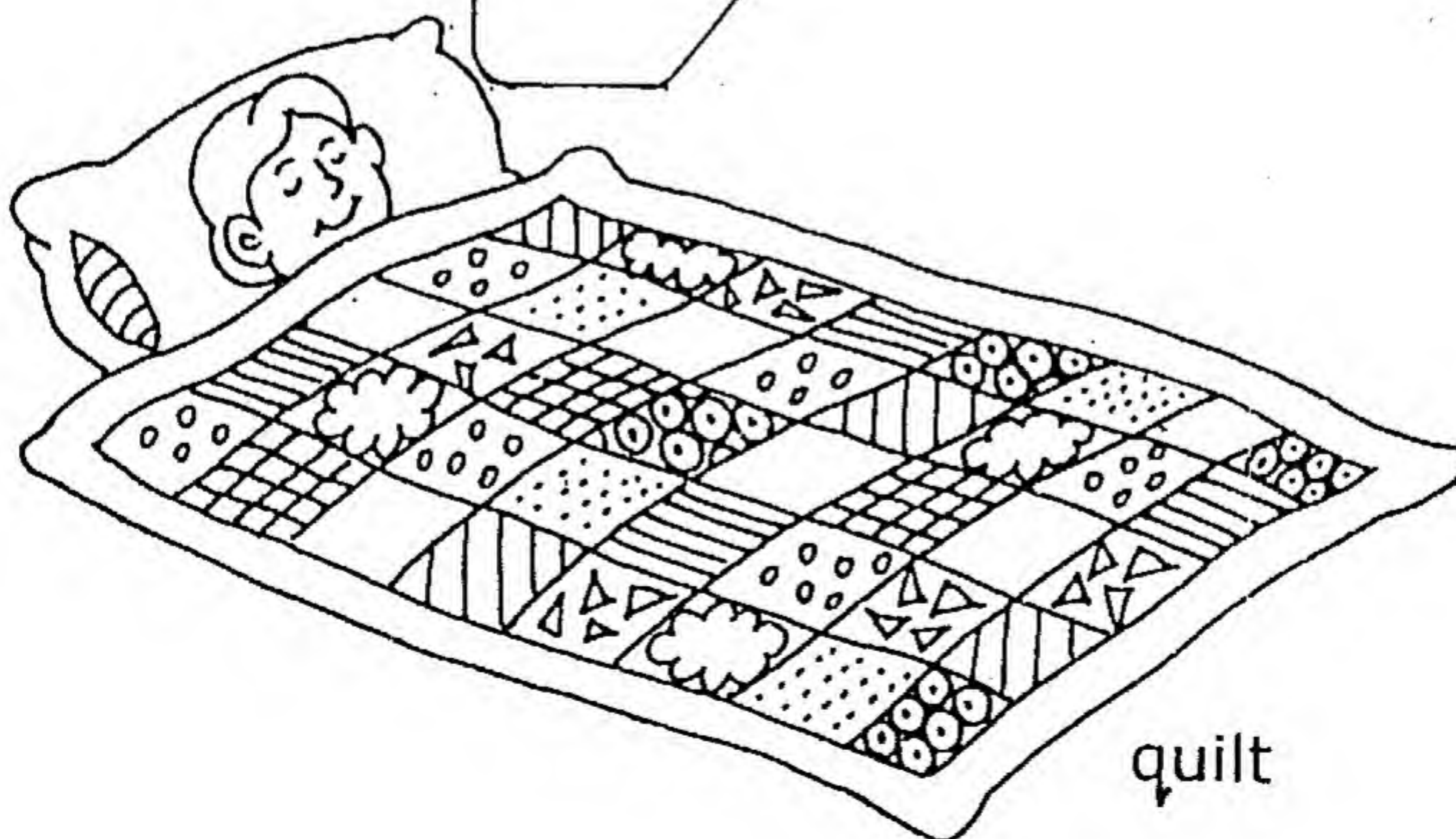
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trace and colour



quill



quilt

# Worksheet

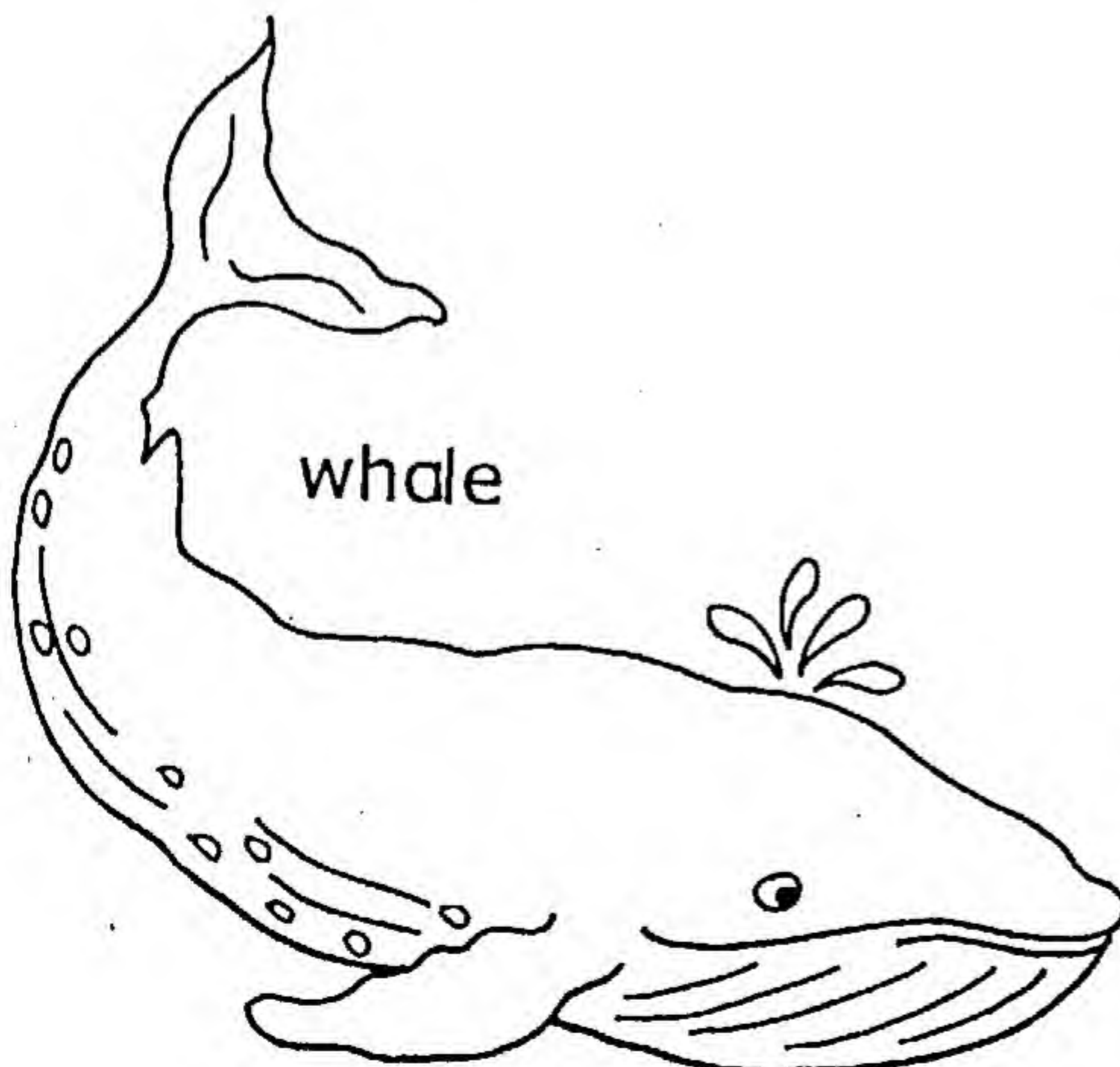
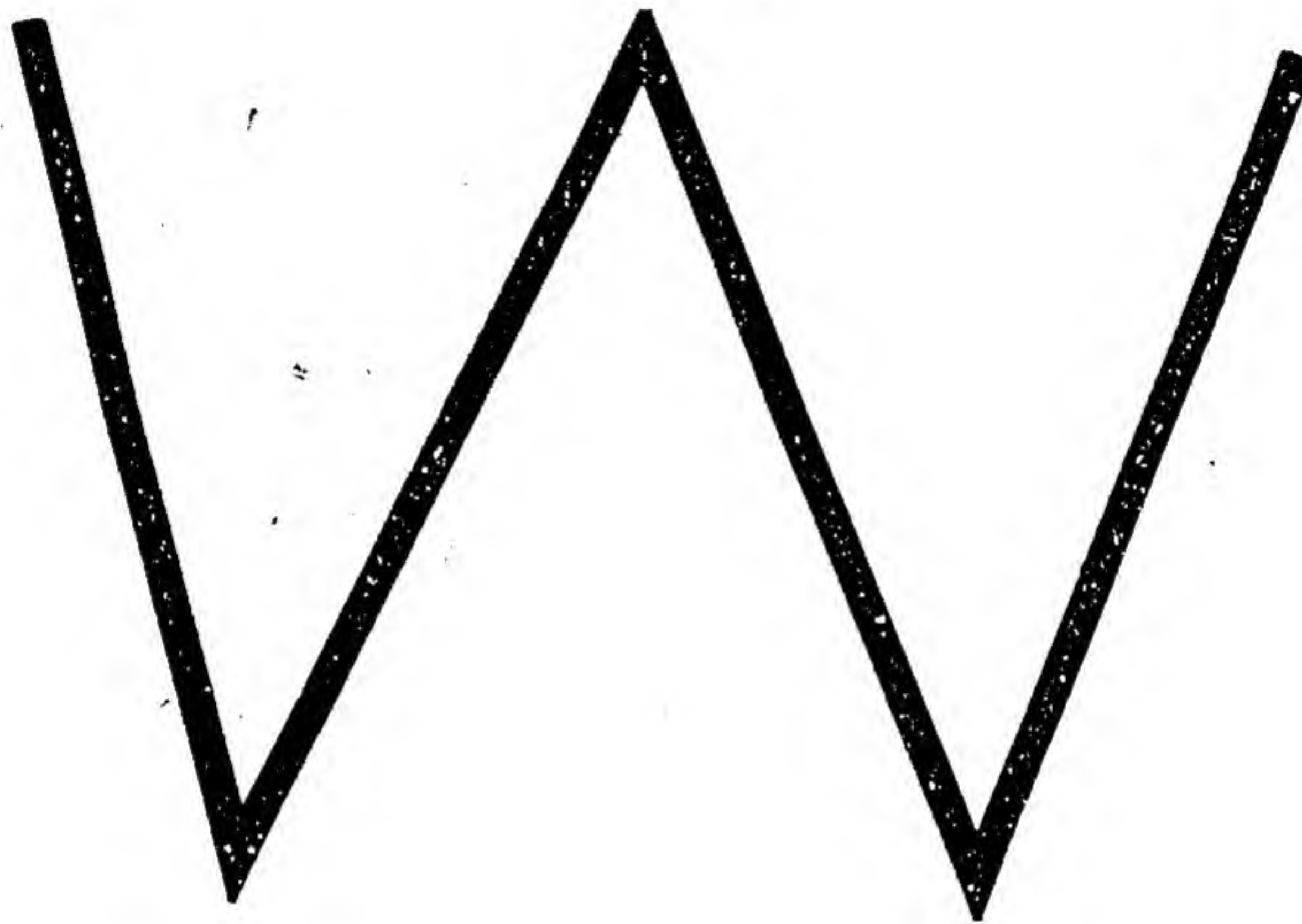
Level: *Nursery*  
Week: 7

Term: 3  
Day: 1

date: \_\_\_\_\_

day: \_\_\_\_\_

introduction to letter w





# Worksheet

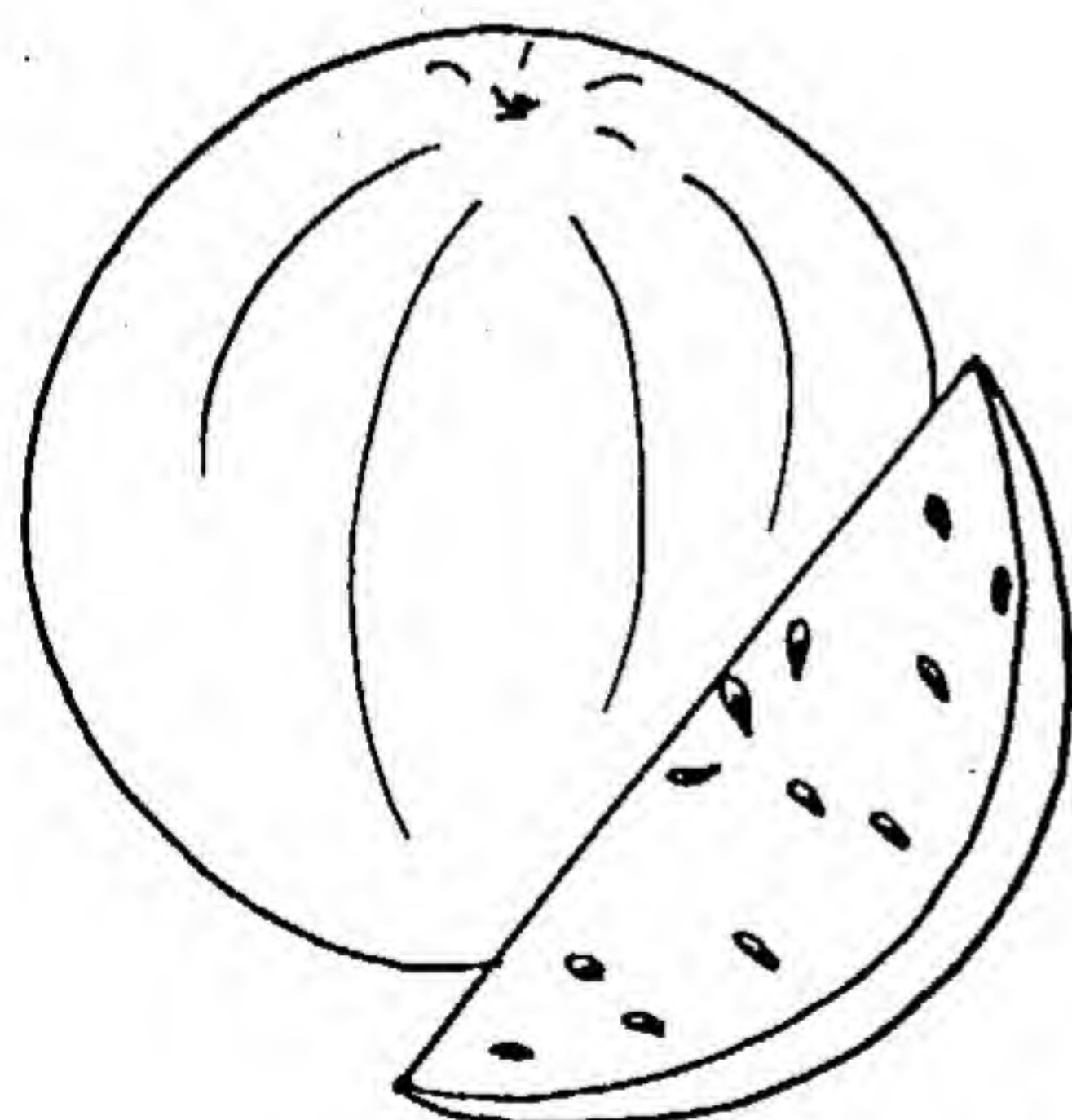
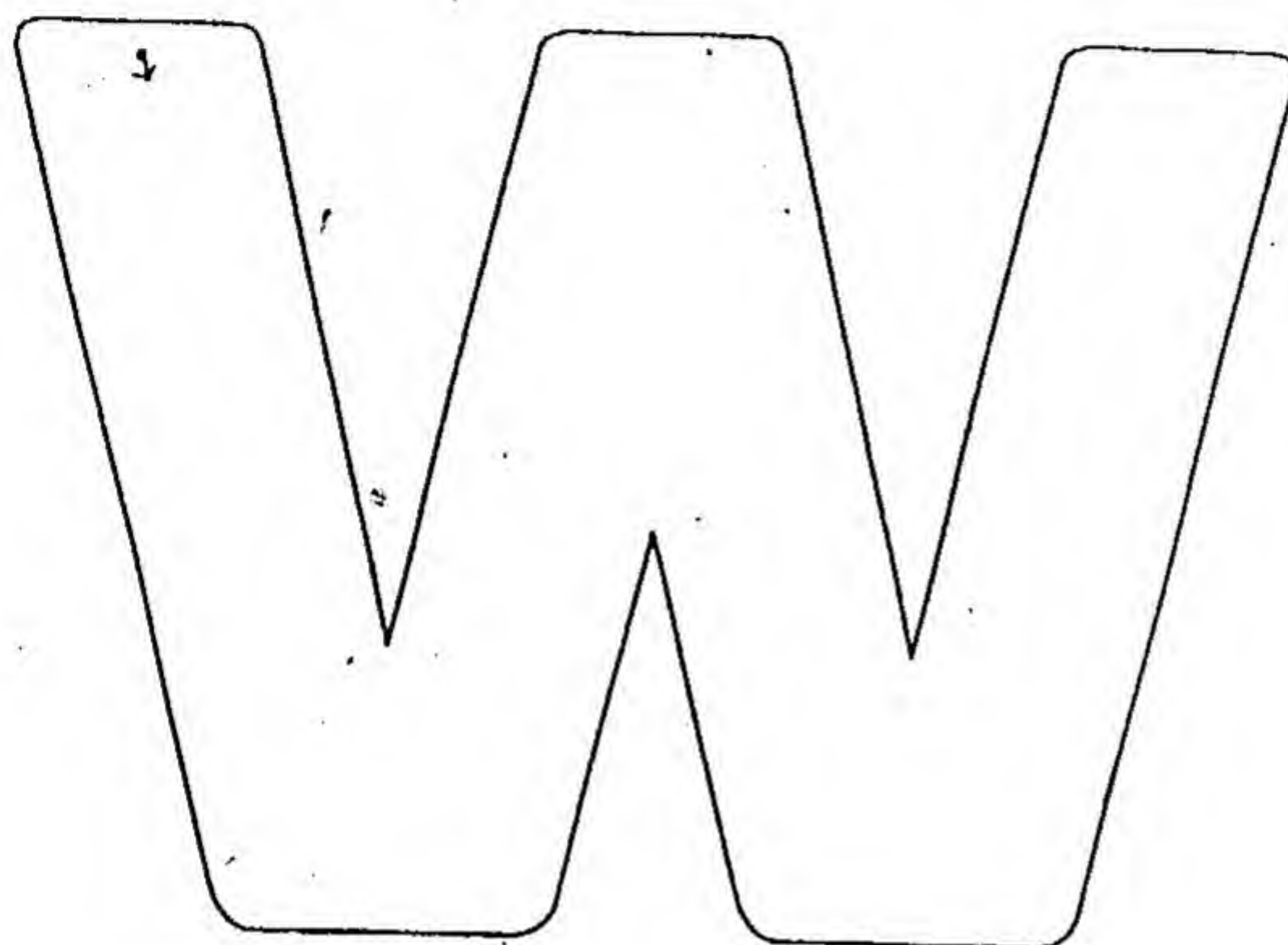
Level: *Nursery*  
Week: *7*

Term: *3*  
Day: *1*

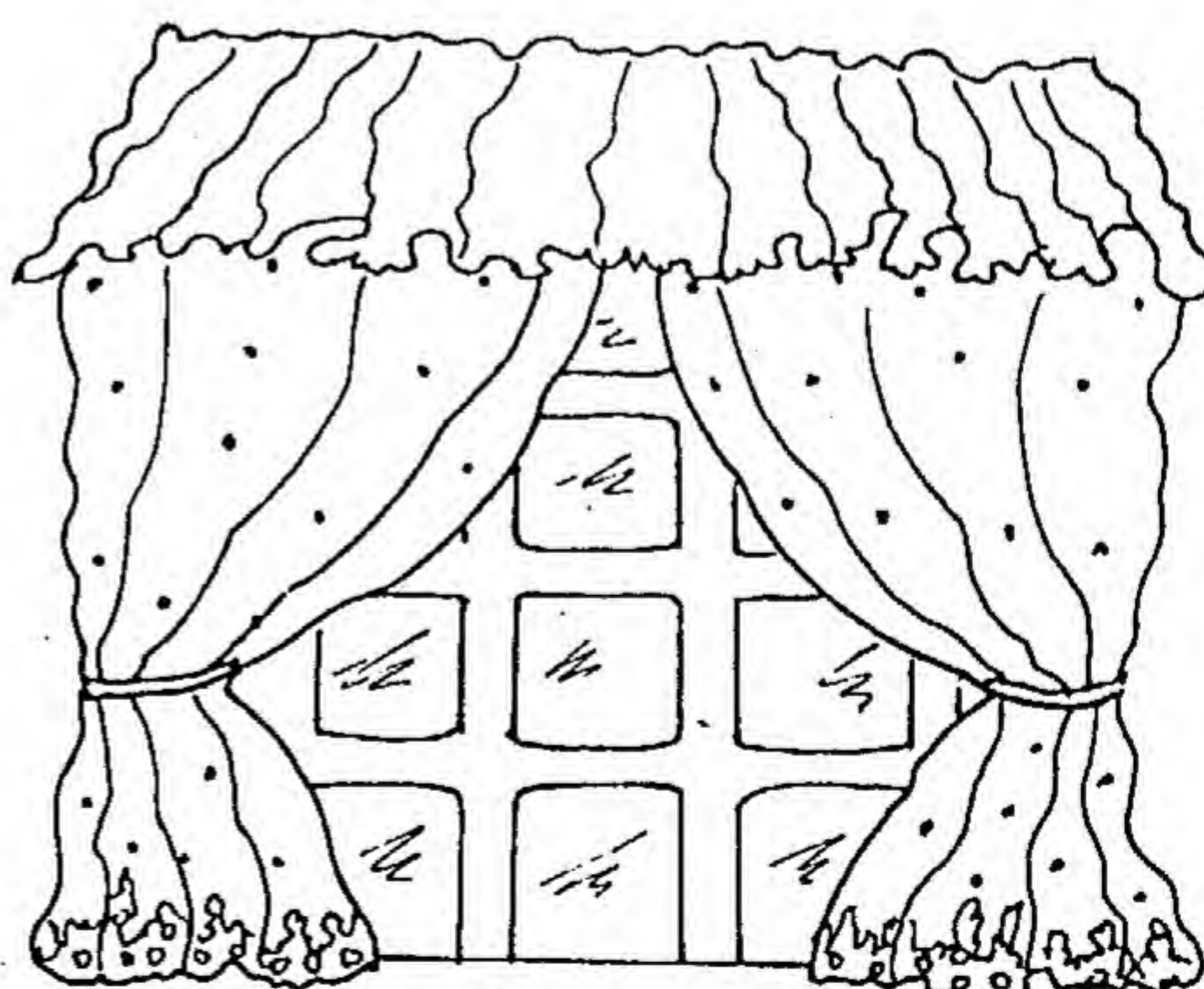
date: \_\_\_\_\_

day: \_\_\_\_\_

trace and colour



watermelon



window



# Worksheet

Level: Nursery  
Week: 7

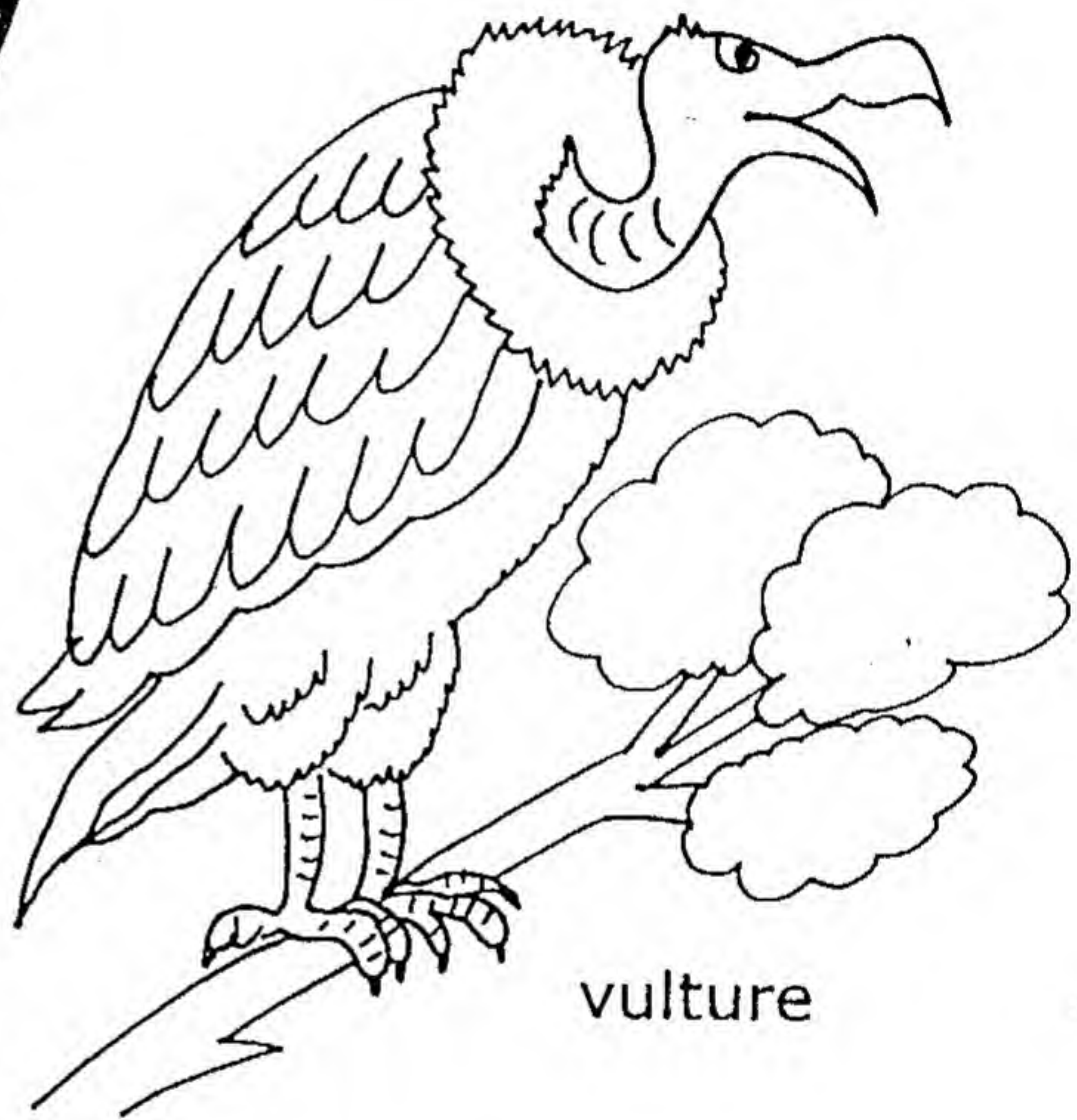
Term: 3  
Day: 1

date: \_\_\_\_\_

day: \_\_\_\_\_

introduction to letter v

V



vulture



violin



vase



# Worksheet

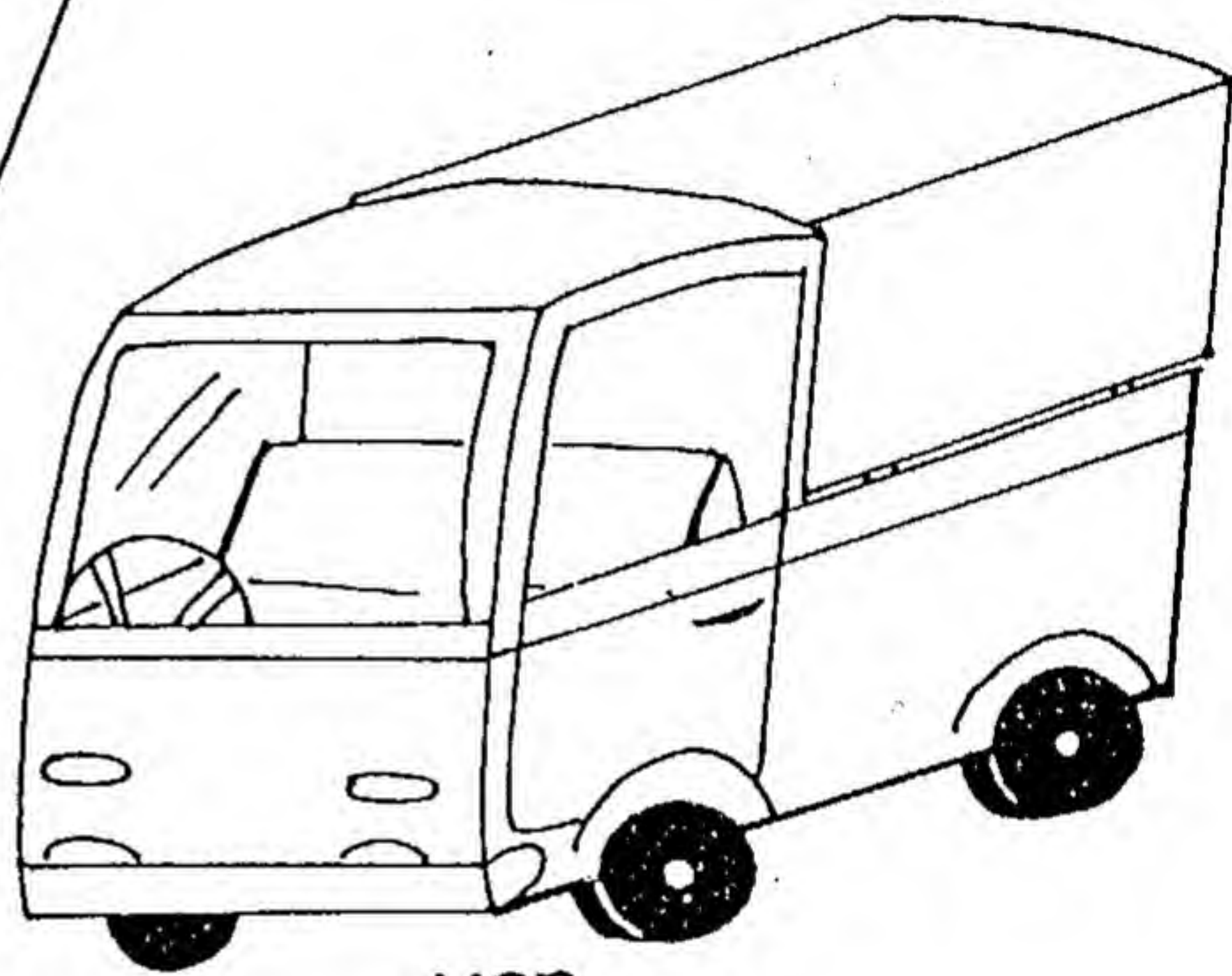
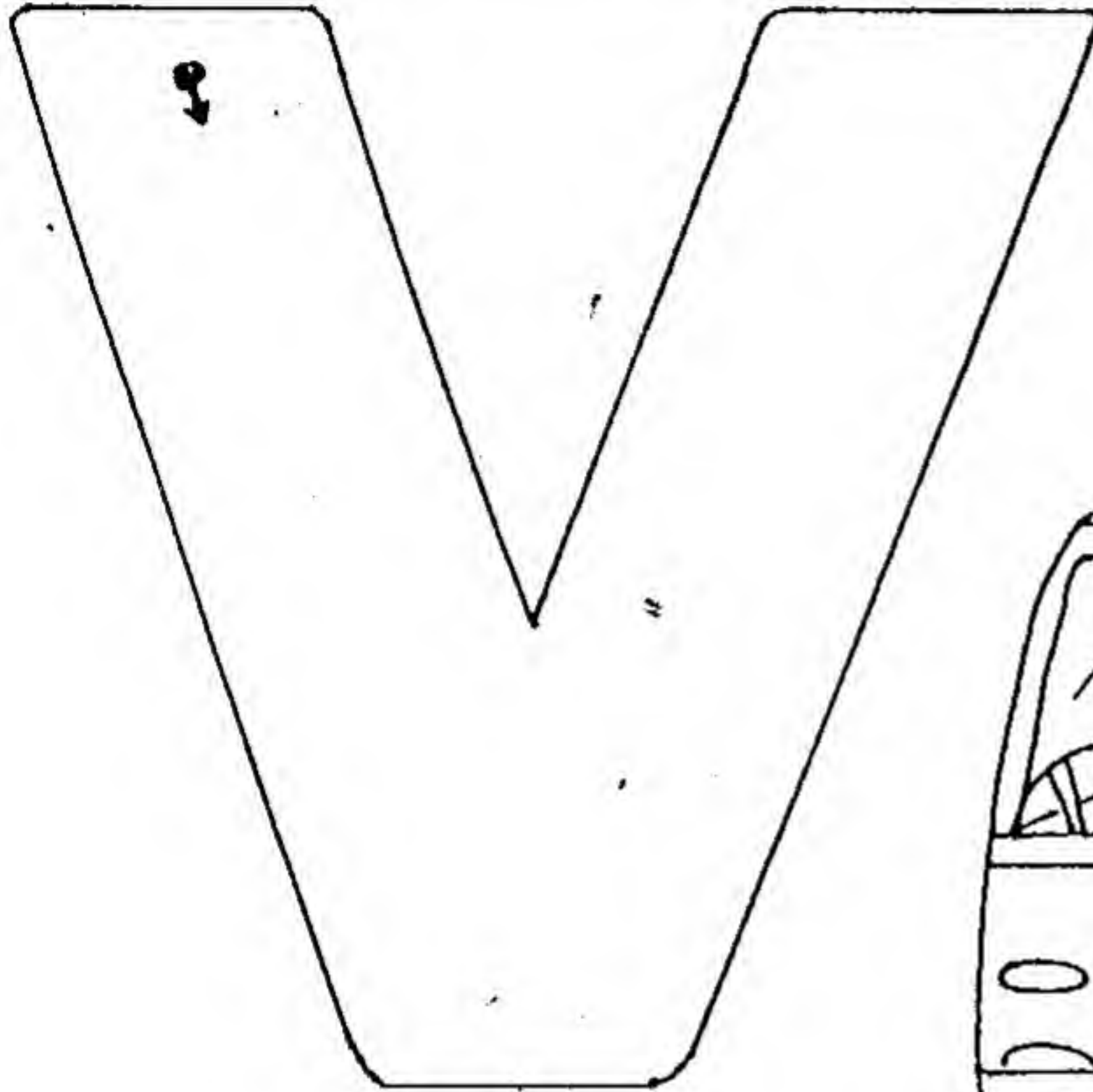
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Week: *7*

Term: *3*  
Day: *1*

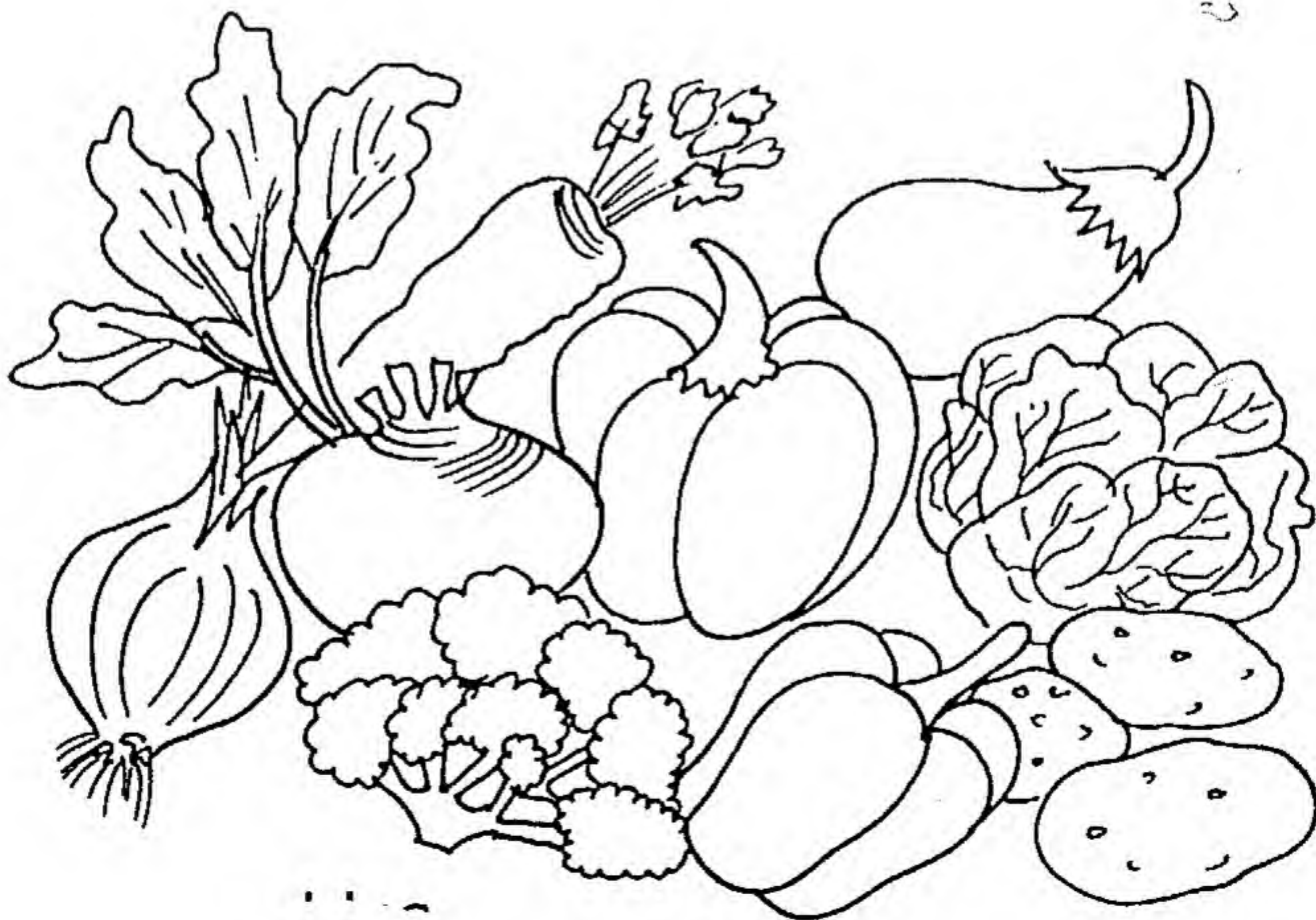
date: \_\_\_\_\_

day: \_\_\_\_\_

trace and colour



van





# Lesson Plan

## Writing

Level: Nursery

Term: 3

Week: 7

Day: 2

1. **Objectives:** The children will be able to do tracing of letters with proper formation.
2. **Function:** Tracing of letters q, v and w in between the double line.
3. **Activity:** Coloring in the associated pictures.
4. **Material:** Work sheets. Sand tray, sand paper letter

---

5. **Procedure:**

The children will be given the work sheet with hollow letters and they will trace the letter q, w and v in between the double lines starting from a given point with crayons.

Group work:

One group can do the tracing of hollow letters and the other group can work with the material on can trace the letters with the chalk on the black board on slates. The work will be rotated till all the children have done their work sheets and material work.



# Worksheet

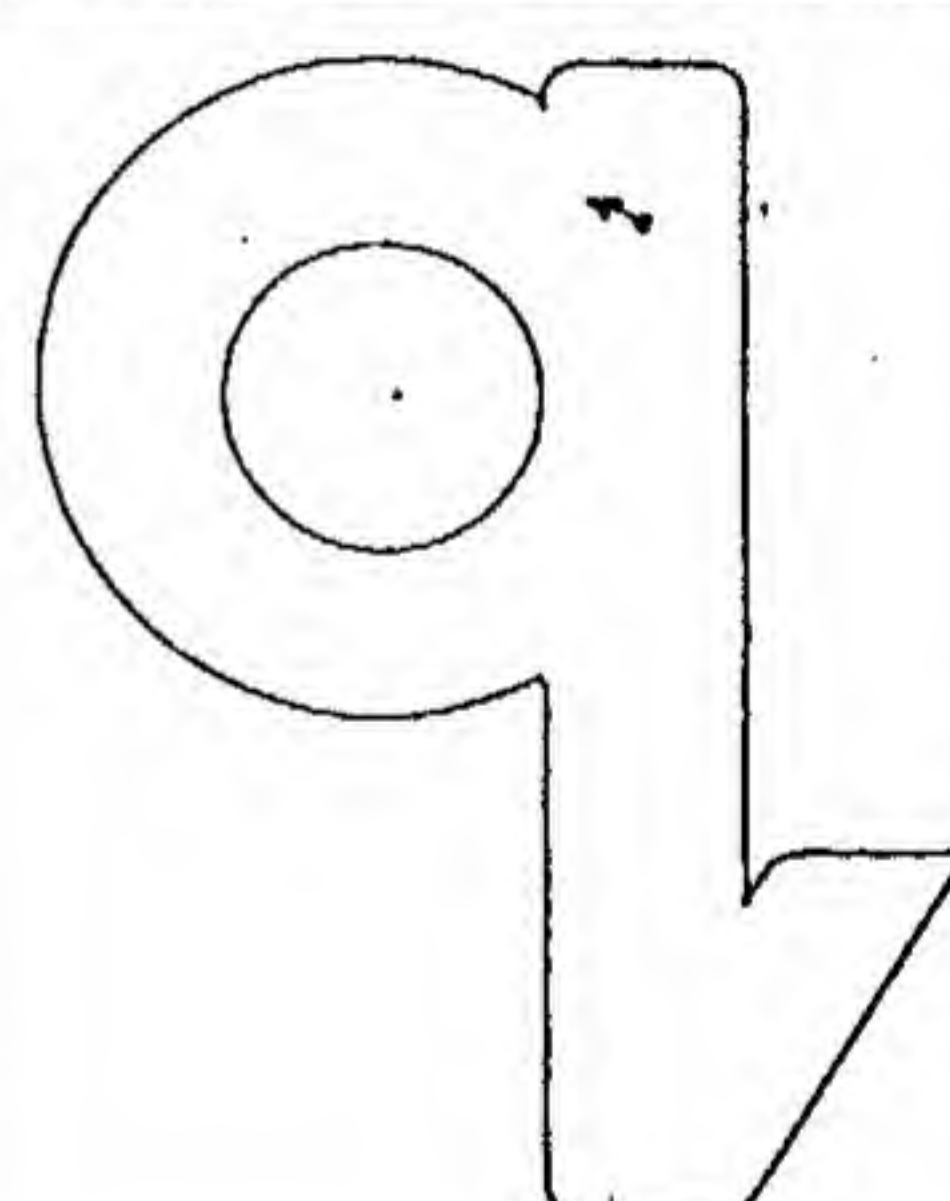
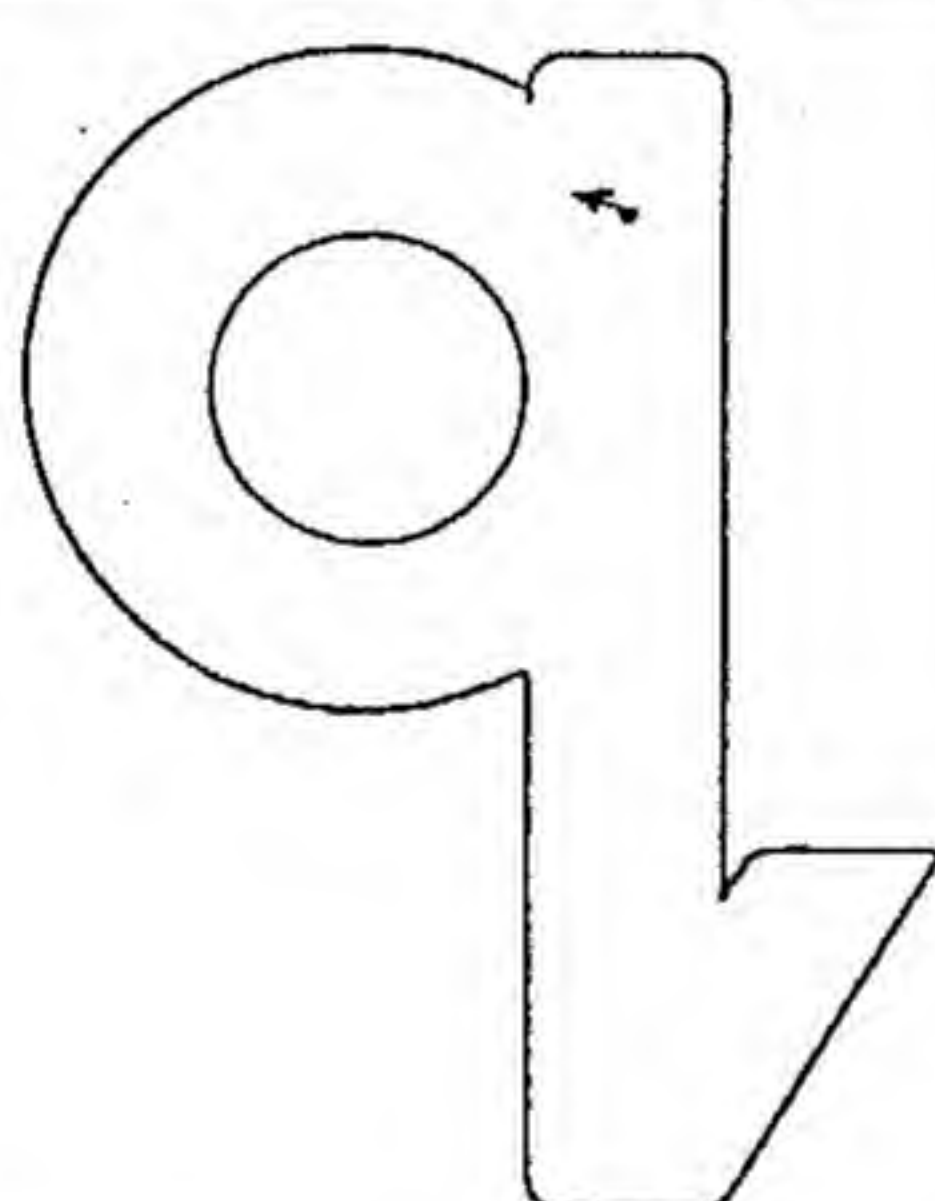
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Term: *3*  
Day: *2*

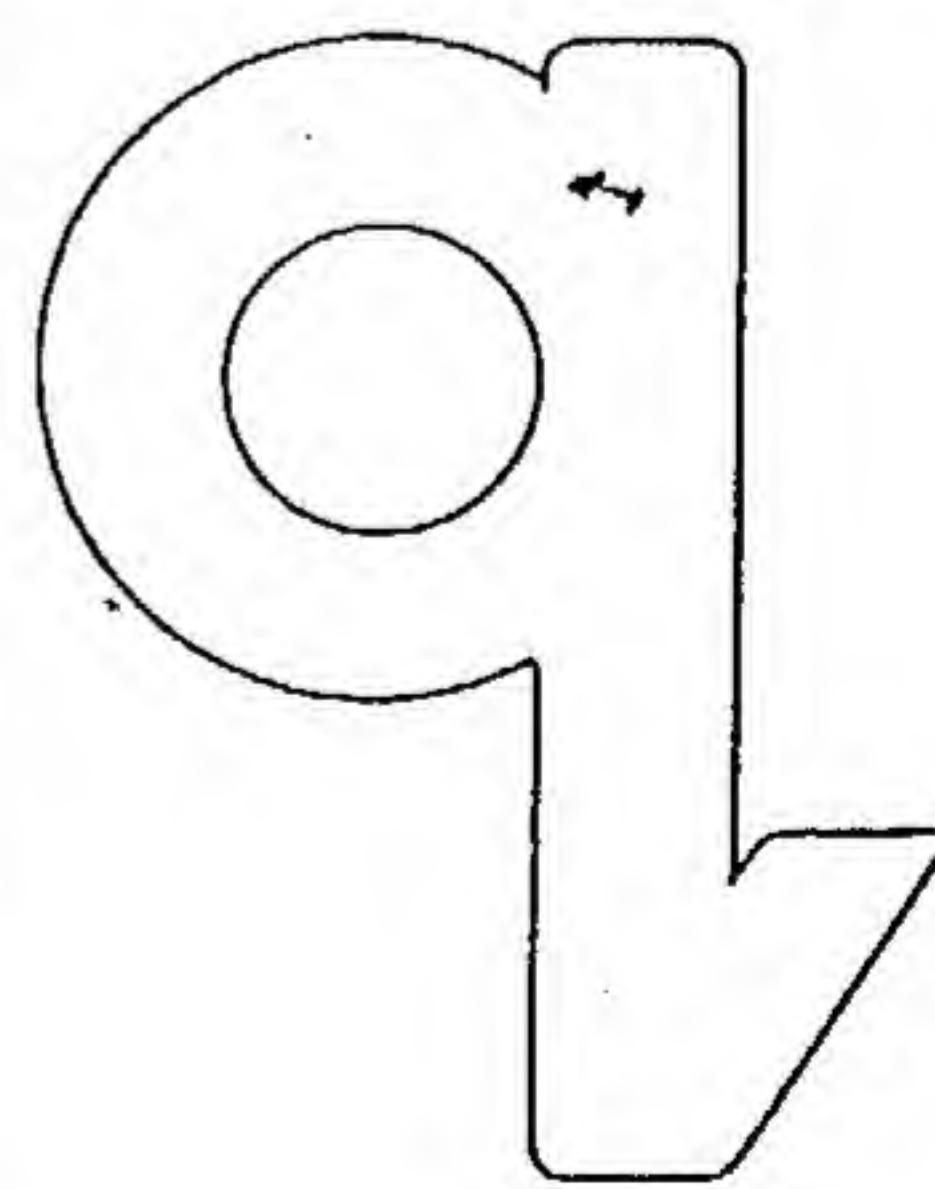
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day: \_\_\_\_\_

trace and colour



question mark



# Worksheet

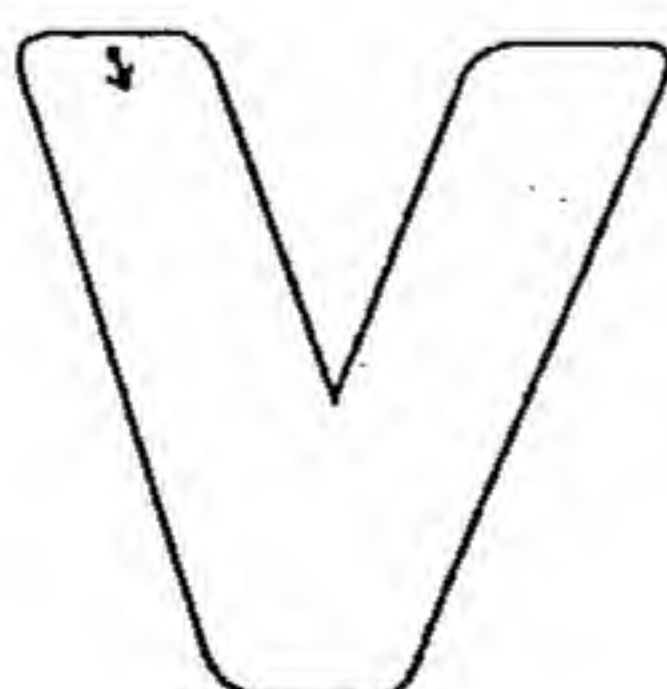
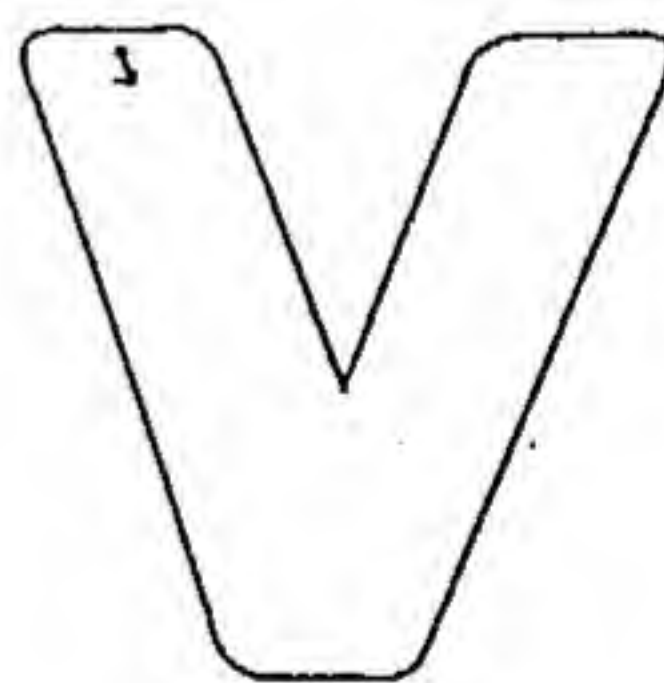
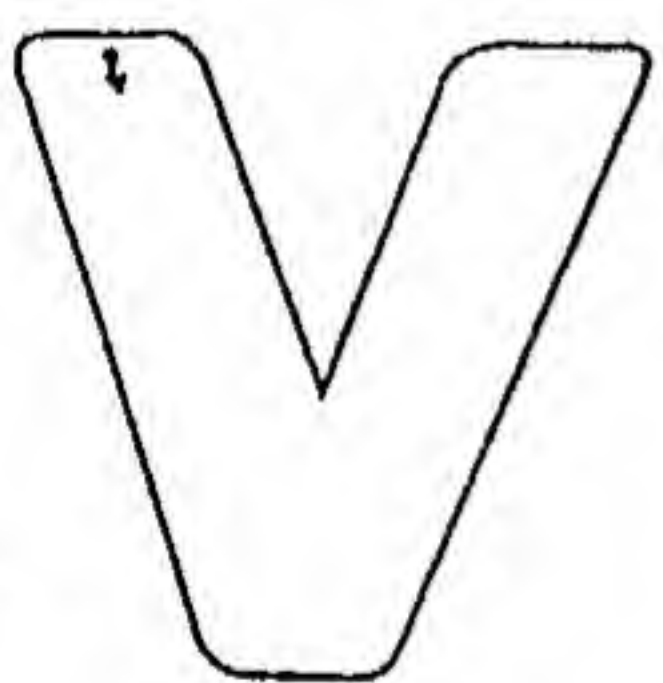
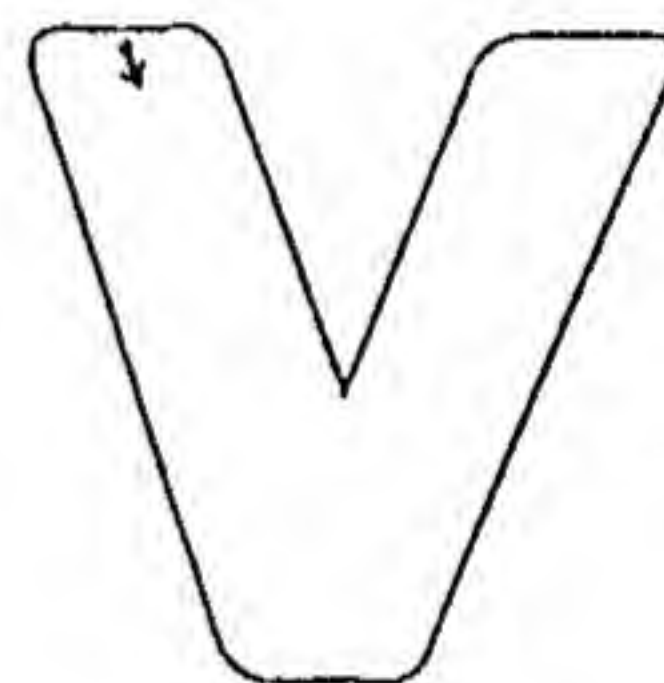
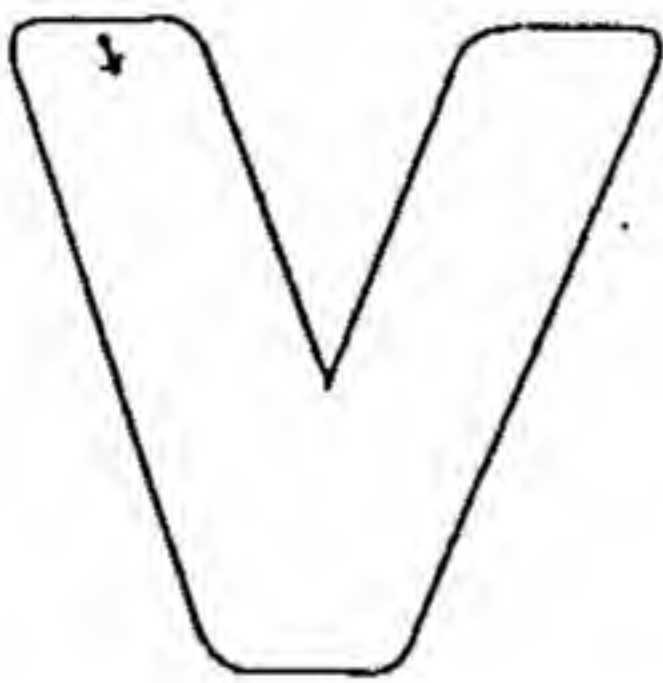
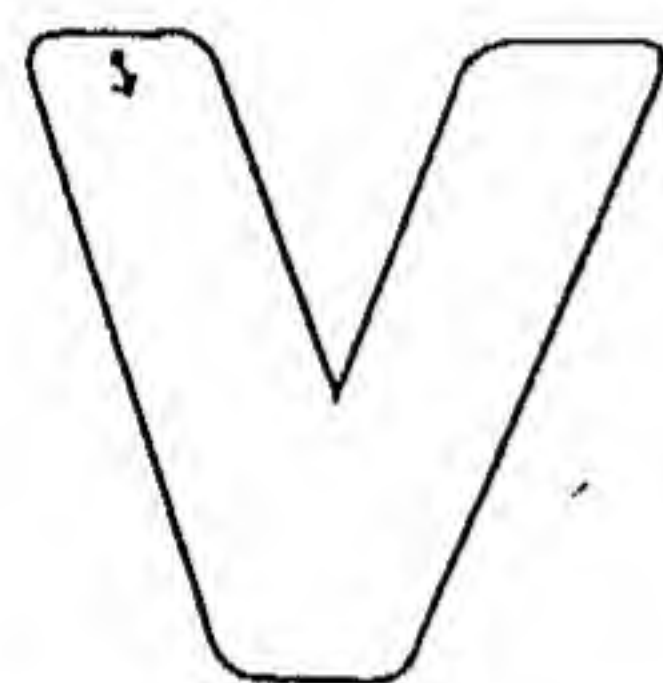
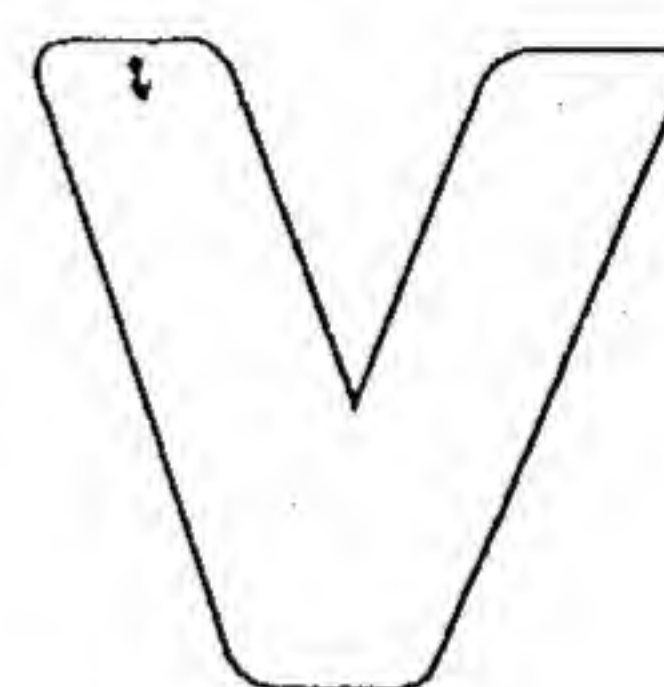
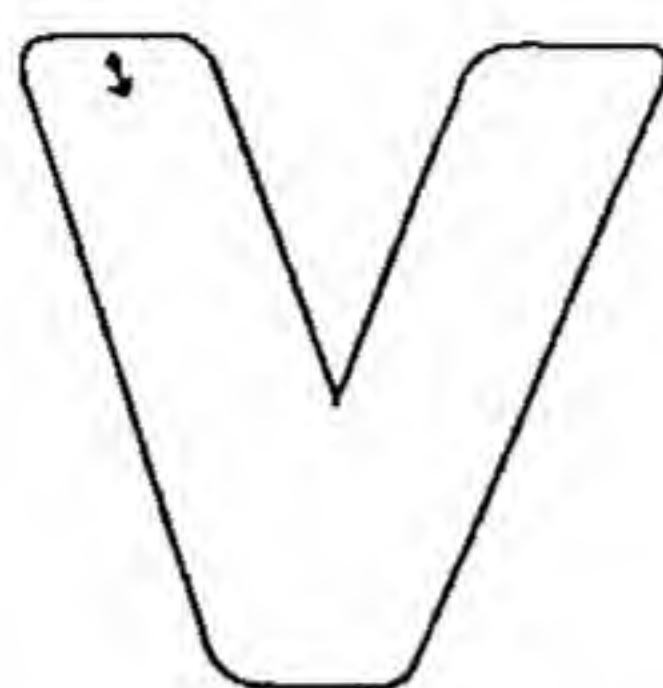
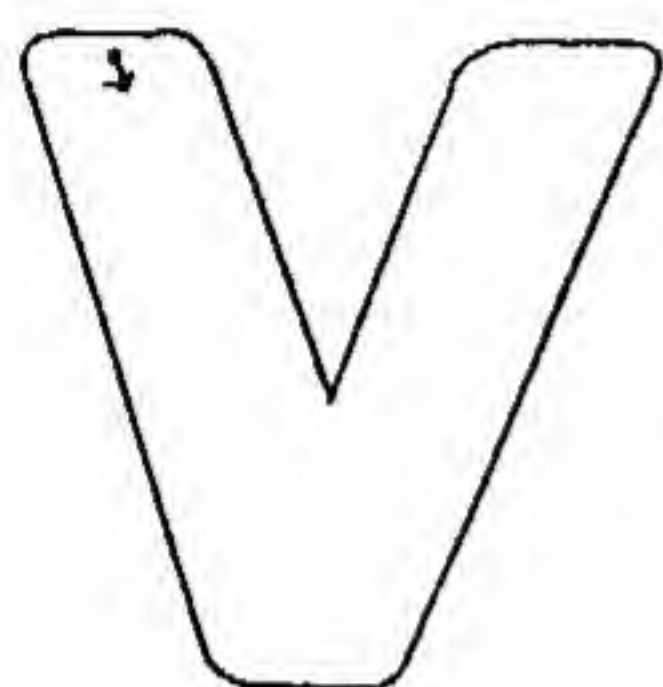
Level: *Nursery*  
Week: *7*

Term: *3*  
Day: *2*

date: \_\_\_\_\_

day: \_\_\_\_\_

trace and colour



violin



# Lesson Plan

## Communication

Level: Nursery  
Term: 3  
Week: 7  
Day: 3

1. **Objectives:** The children will be able to:
  - Gain independence & motivation.
  - Enabling children to share their ideas.
  - Motivation.
2. **Function:** Discussion (Favorite T.V. program)
3. **Activity:** Free hand drawing.

---

#### 4. **Procedure:**

During circle time as children are encouraged to share their day to day experiences with the teacher and class. It gives each child opportunity to speak, give them confidence in speaking and expressing needs by speaking they develop their language skills. You can talk about their favourite TV program and ask them questions about it.

# Lesson Plan

## Communication

Level: Nursery

Term: 3

Week: 7

Day: 3

1. **Objectives:** The children will be able to:
  - Develop language.
  - Reading skill.
2. **Function:** Introduction to in and at words.
4. **Material:** Flash cards (teacher made material) real objects.

5. **Procedure:**

Teacher will introduce the 'in' and 'ot' series by writing and draw the words related pictures and on the board and telling them the sound of the phonic words.

**in**

bin

fin

win

pin

tin

**ot**

cot

dot

got

hot

lot

not

pot



# Lesson Plan

## Reading

---

Level: Nursery  
Term: 3  
Week: 7  
Day: 4

---

- Objectives:** The children will be able to:
- Expand vocabulary.
  - Practice reading aloud using expression appropriate to the situation.
- Function:** Reading aloud.
- Topic:** The dog is in the toy shop.
- Material:** Text page.
- 

**Procedure:**

Ask the following:

- Picture talks, talk about the picture and discuss about the characters.
- What can you see in the picture?
- Do you like to play with the toys?
- Have you been to the toy shop?

Reading aloud:

Distribute the text page and let the children talk about the picture later read the text aloud and ask the children to follow you.

Individual reading:

While children are reading you can call each child to read the text to you.



The dog is in  
the toy shop.

no new words





# Lesson Plan

## Writing

Level: Nursery  
Term: 3  
Week: 7  
Day: 5

1. **Objectives:** The children will be able to recognize their names written on the chairs, books and sheets.
  2. **Function:** Writings names.
  3. **Activities:** Recognizing and finding hidden name slips in the classroom.
  4. **Material:** Name tags on chairs, books cubicles etc.
- 

5. **Procedure:**

The teacher will give the four line work sheet with the name of each child written on it. The children will write their names on the work sheets.

Group work:

One group will do the work sheets and the other group will do the activities.

# Worksheet

Level: *Nursery*  
Week: *7*

Term: *3*  
Day: *5*

date: \_\_\_\_\_

day: \_\_\_\_\_



I am the cat's  
meow !  
I can print  
my name

print your name below

Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line. There are four sets of these lines provided for practice.



# Worksheet

Level: Nursery  
Week: 7

Term: 3  
Day: 6

Assessment

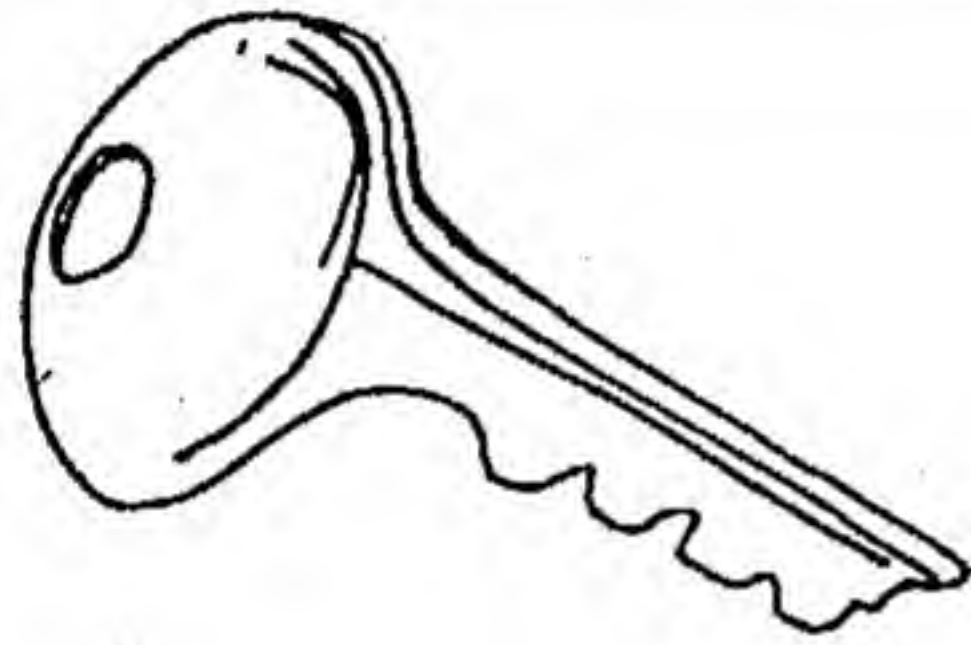
date: \_\_\_\_\_

day: \_\_\_\_\_

circle the correct sound



j p



j k



p u



k u

# Lesson Plan

## (English)

Level: Nursery

Term: 3

Week: 8

Periods: 8

Communication	Reading	Writing	Assessment
<ul style="list-style-type: none"><li>• Reinforcement of all the done so far.</li><li>• Concept few &amp; many empty and full. (Fun Activities)</li></ul> Pattern tracing	Reading periods to be utilized for reinforcement.	Reinforcement of all the work done so far.	Reinforcement worksheets

Note: Days 3, 4, 5 and 6 will all be done on prescribed given worksheets and have no specified lesson plans.



# Lesson Plan

## Communication

Level: Nursery  
Term: 3  
Week: 8  
Day: 1

1. **Objectives:** The children will be able to:
    - ✓ Memorize all the sounds learnt earlier.
    - Recognize letters and its related objects.
  2. **Function:** Revision and Reinforcement.
  3. **Material:** Sand paper letter, sand tray, flash cards, books, boards or slats and chinks.
- 

4. **Procedure:**

Teacher will write all the letters on the board and will ask the children to recognize them and say the sounds of the letter with its related objects, give each child a turn to read the letter and tell you the sounds discussing picture that start with the mentioned sounds. Later they can trace the sand paper letters to get the sensorial impression, writing letters in the sand.

# Lesson Plan

## Communication

Level: Nursery  
Term: 3  
Week: 8  
Day: 2

1. **Objectives:** The Children will able to:
    - To give first hand experience to children so that they can relate language and bring meaning to the printed words.
    - Develop mathematical skills.
  2. **Function:**
    - Full and empty
    - Few and many.
  3. **Activity:** Pouring exercise.
  4. **Material:** Pencils, flowers, counters, pebbles, bottles, beads, stones, etc.
- 

5. **Procedure:**

General discussion and practical demonstration and children can color and do the concepts work sheet.

Group work:

One group can do the activity and one group can do the work sheet.

Task – II: Fun Activity pattern tracing.

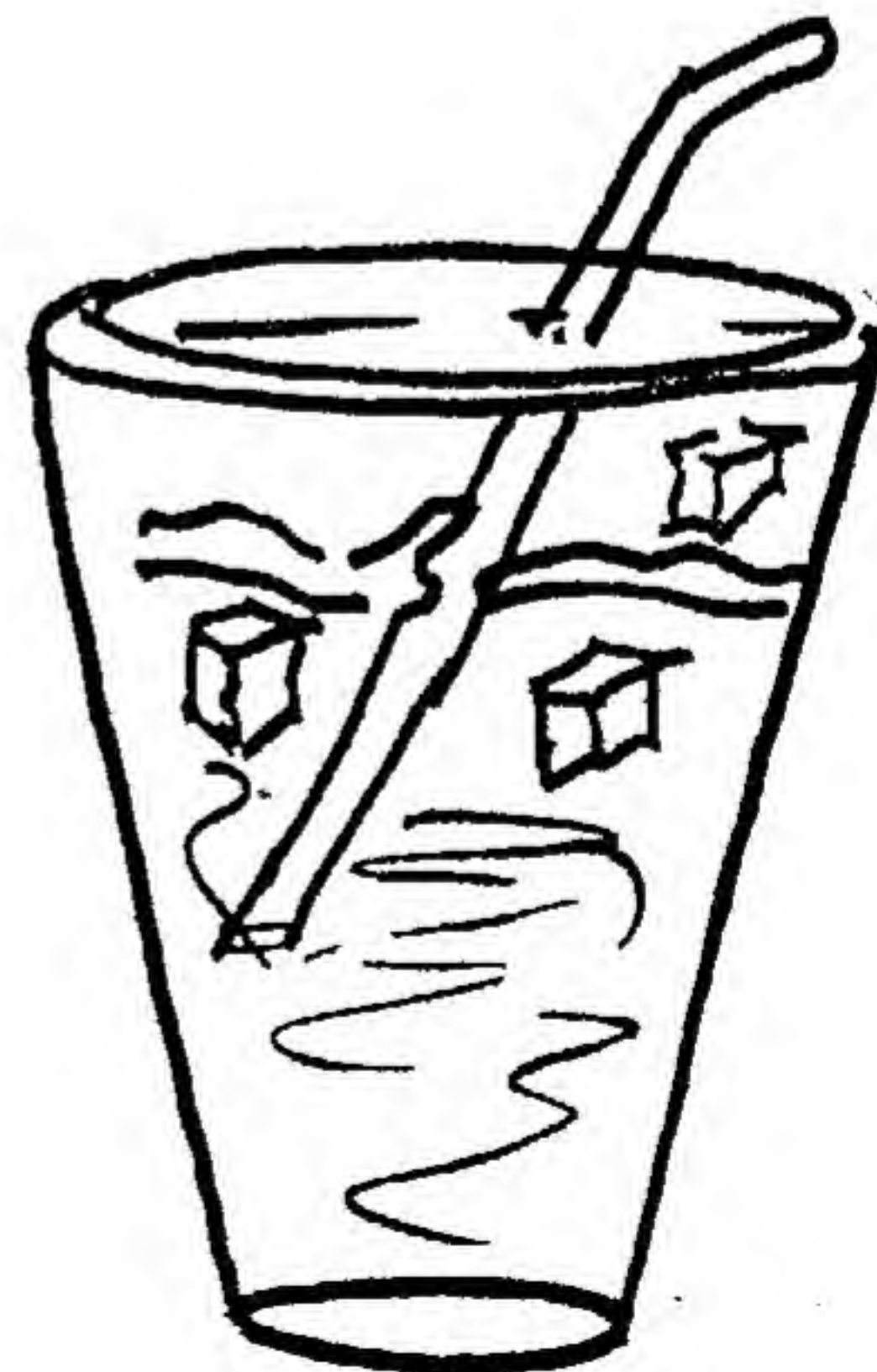
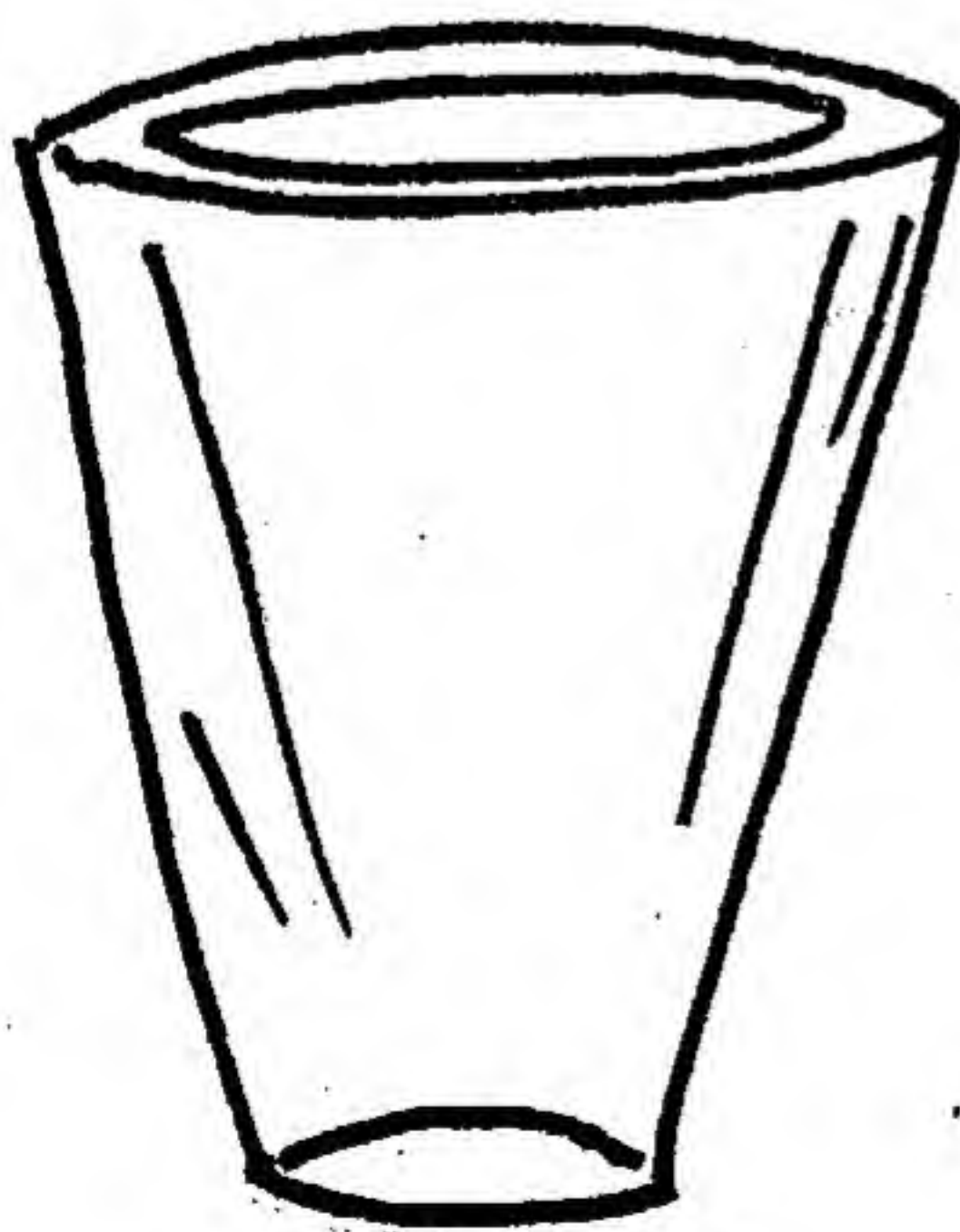


# Worksheet

Level: Nursery  
Week: 8

Term: 3  
Day: 2

concepts



# Worksheet

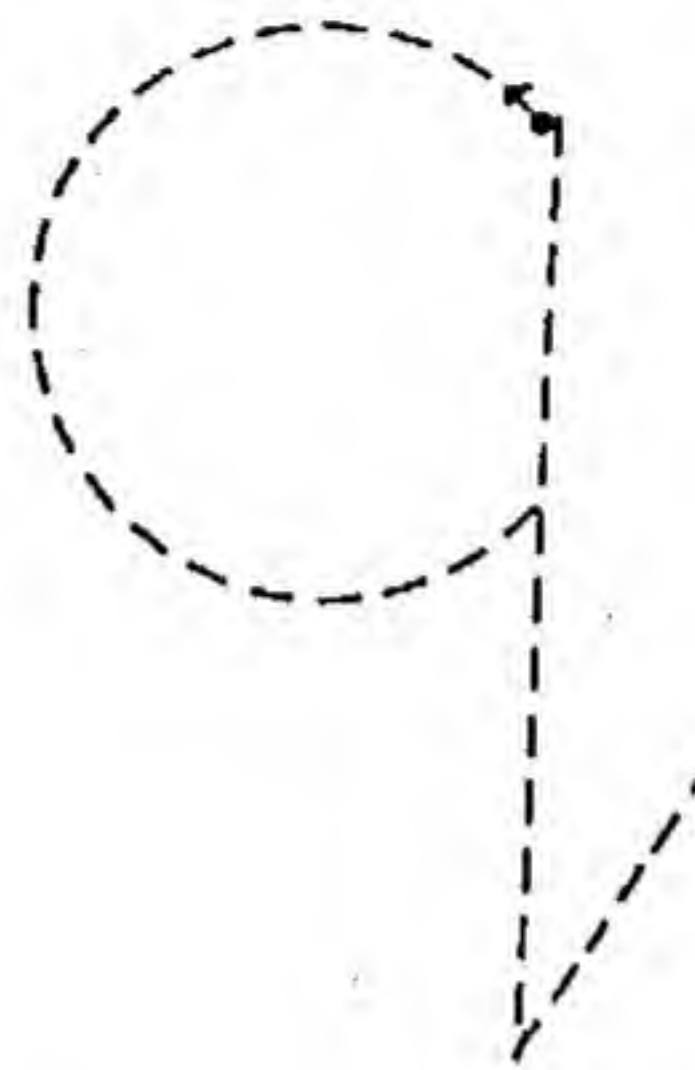
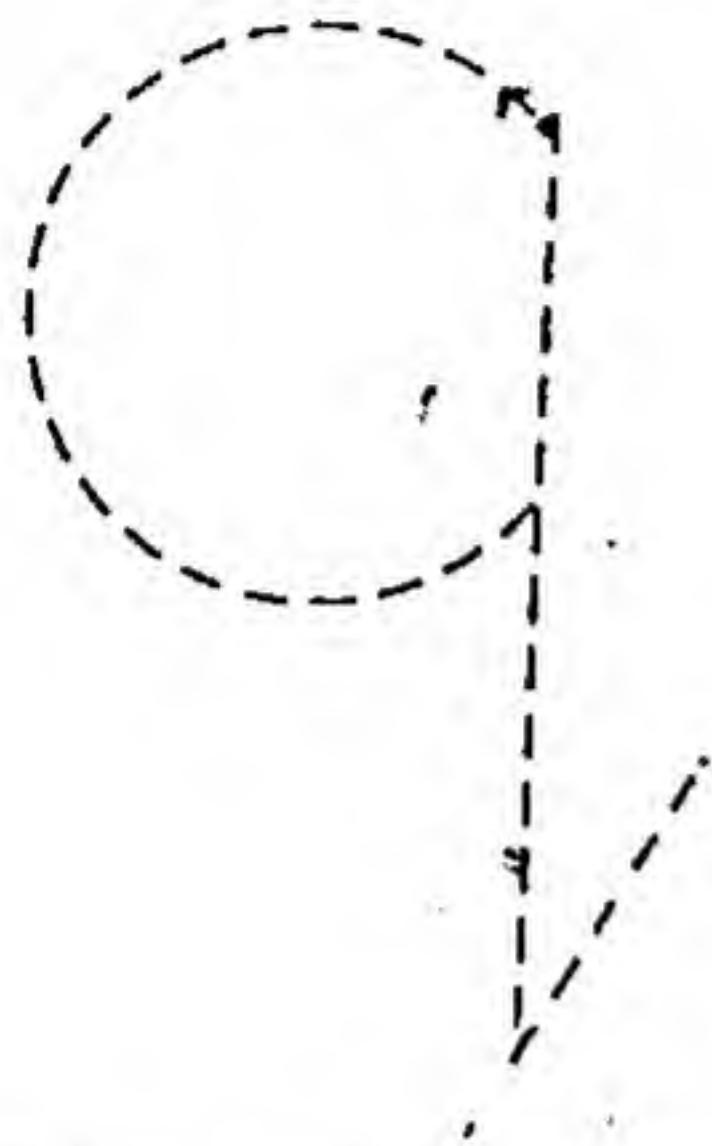
Level: *Nursery*  
Week: *8*

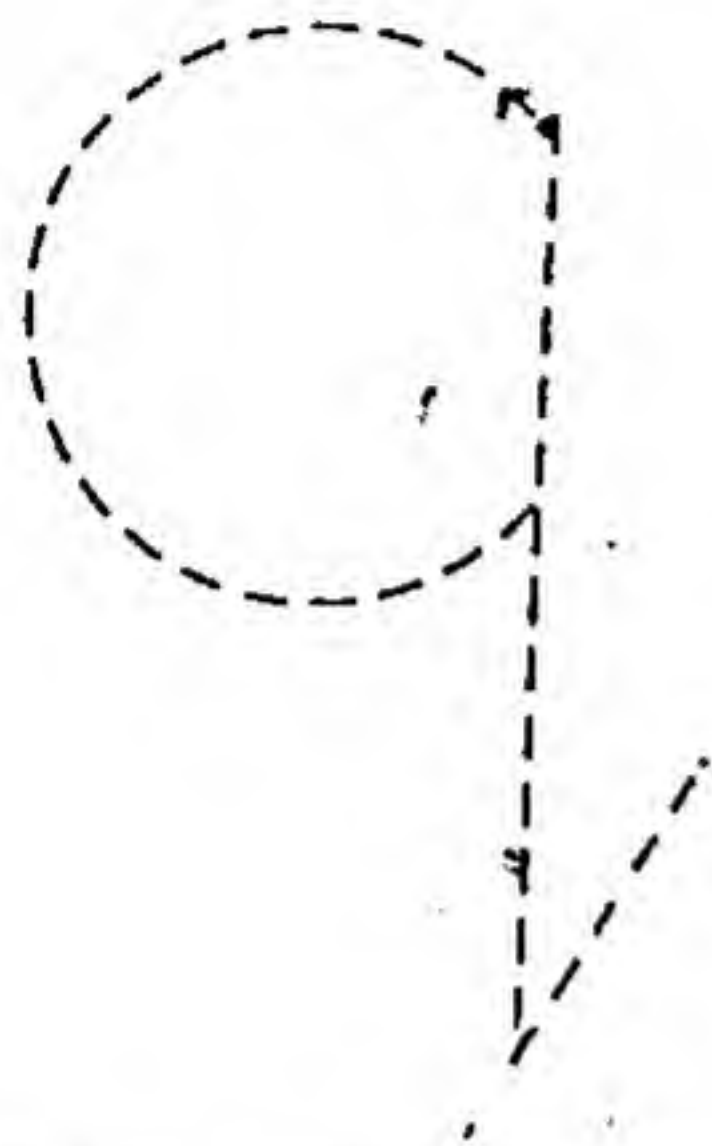
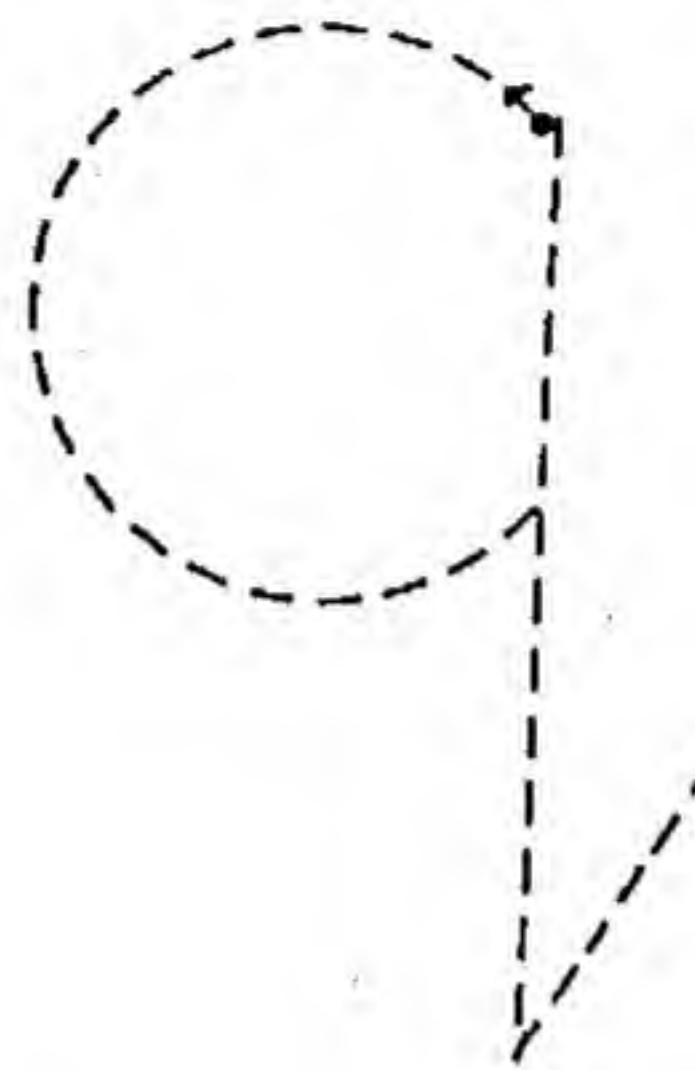
Term: *3*  
Day:

date: \_\_\_\_\_

day: \_\_\_\_\_

write q





# Worksheet

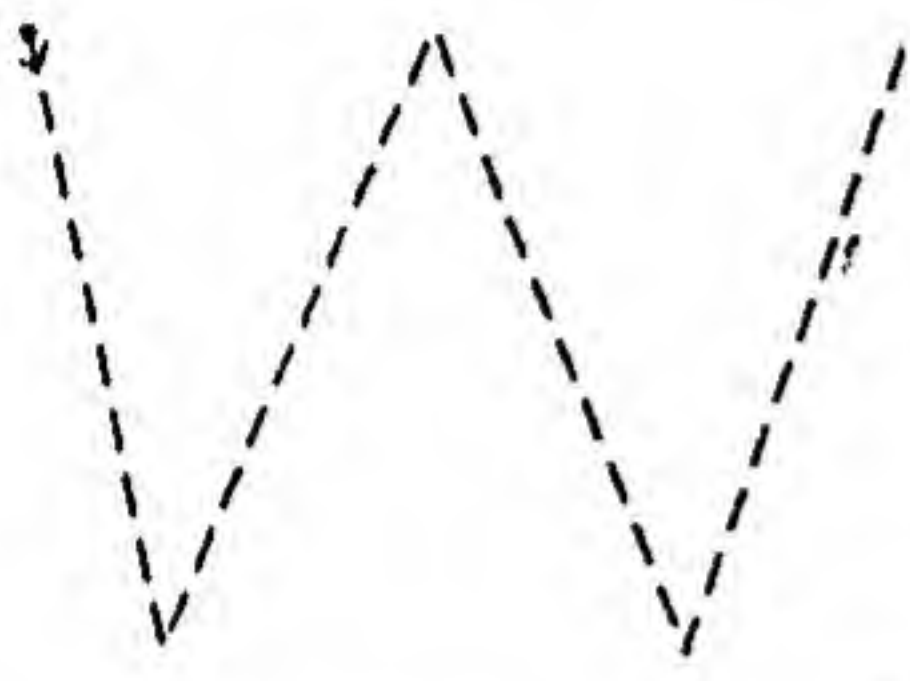
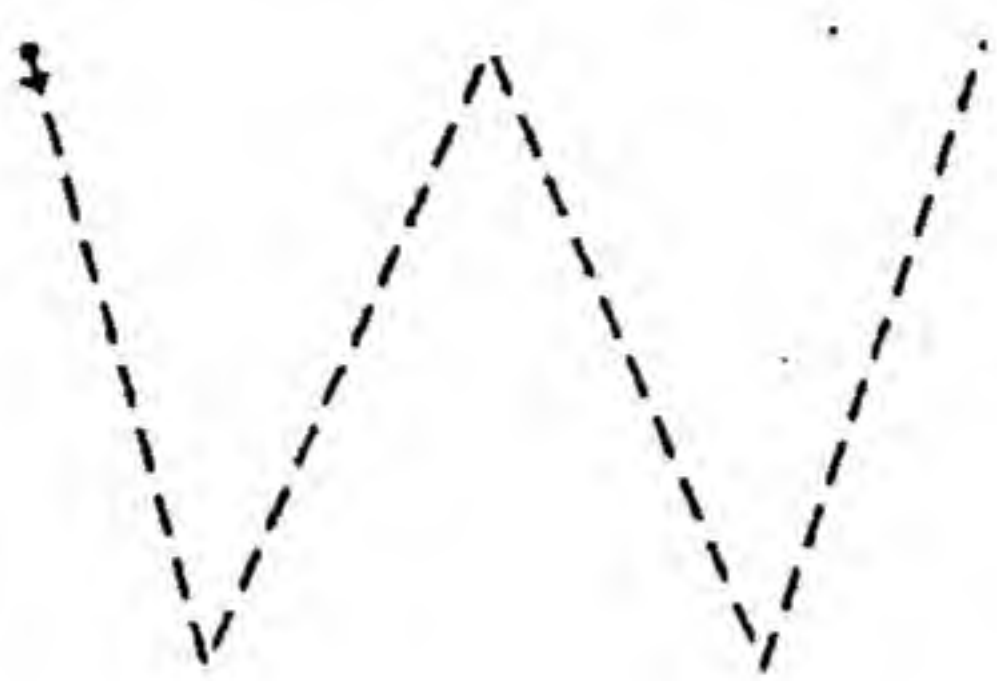










Level: *Nursery*  
Week: *8*

Term: *3*  
Day:

date: \_\_\_\_\_

day: \_\_\_\_\_

write w

# Worksheet

Level: *Nursery*  
Week: *8*

Term: *3*  
Day: \_\_\_\_\_

te: \_\_\_\_\_

day: \_\_\_\_\_

write v

v

v

v

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v

v

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v

v

v



# Worksheet

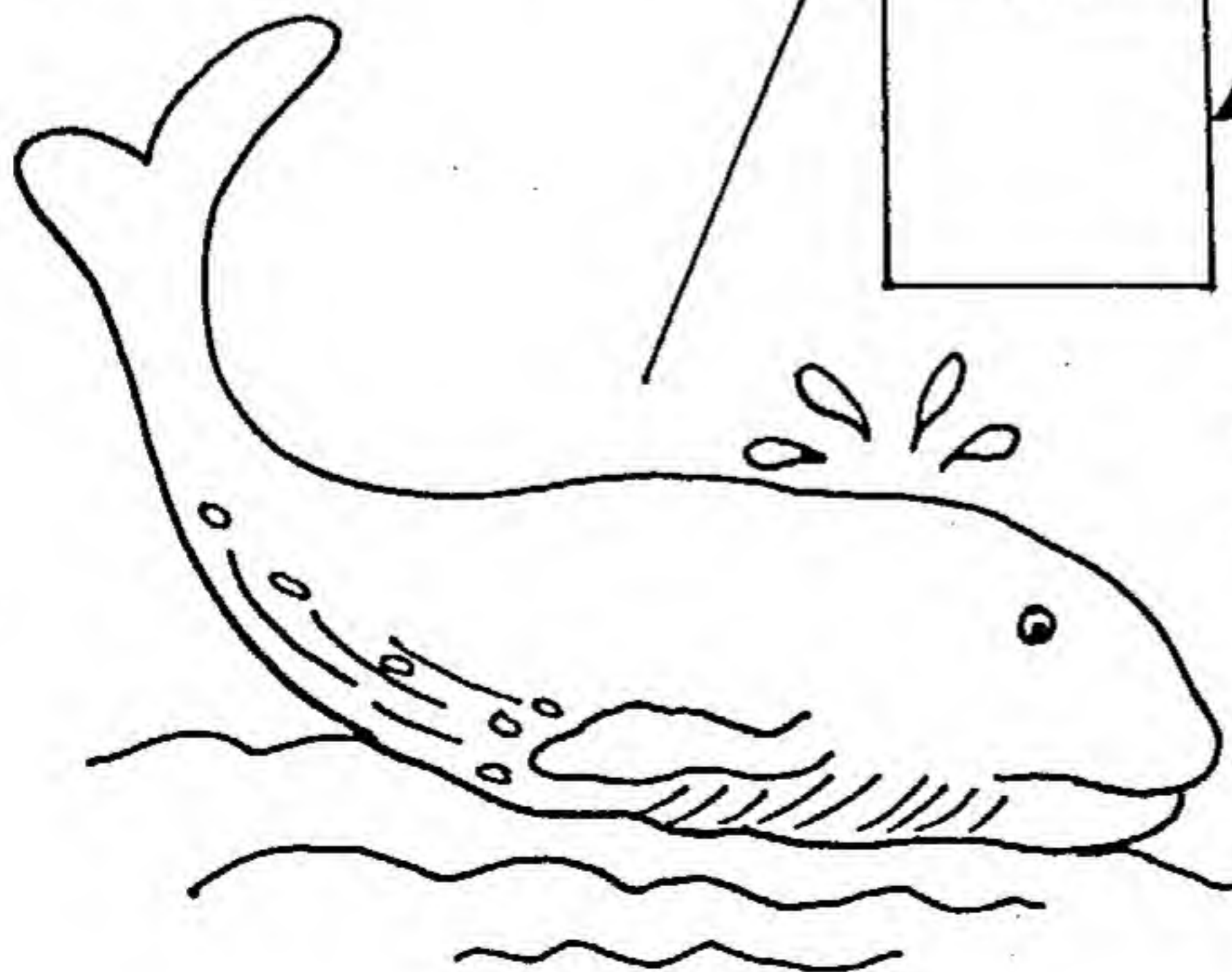
Level: Nursery  
Week: 8

Term: 3  
Day:

date: \_\_\_\_\_

day: \_\_\_\_\_

write the beginning sound for each picture






# Worksheet

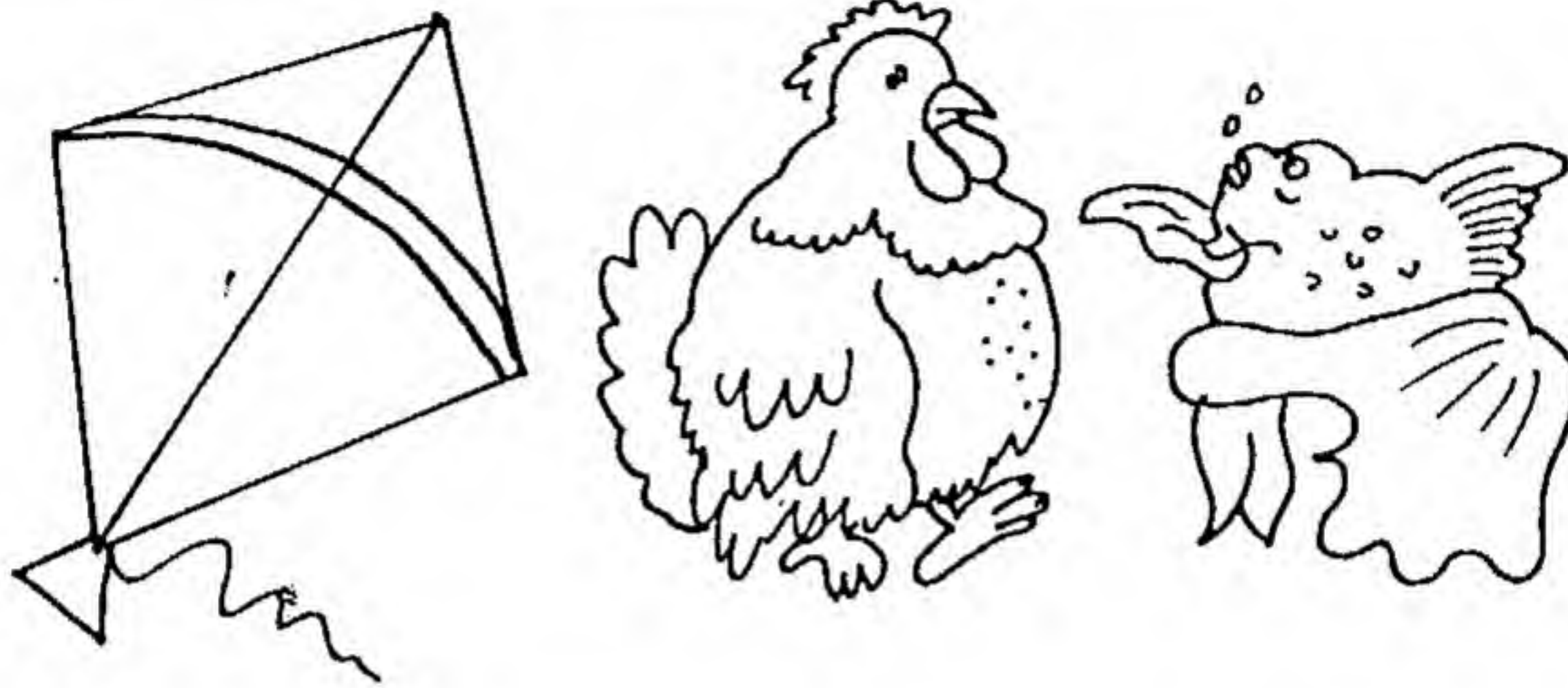
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Week: 8

Term: 3  
Day: .

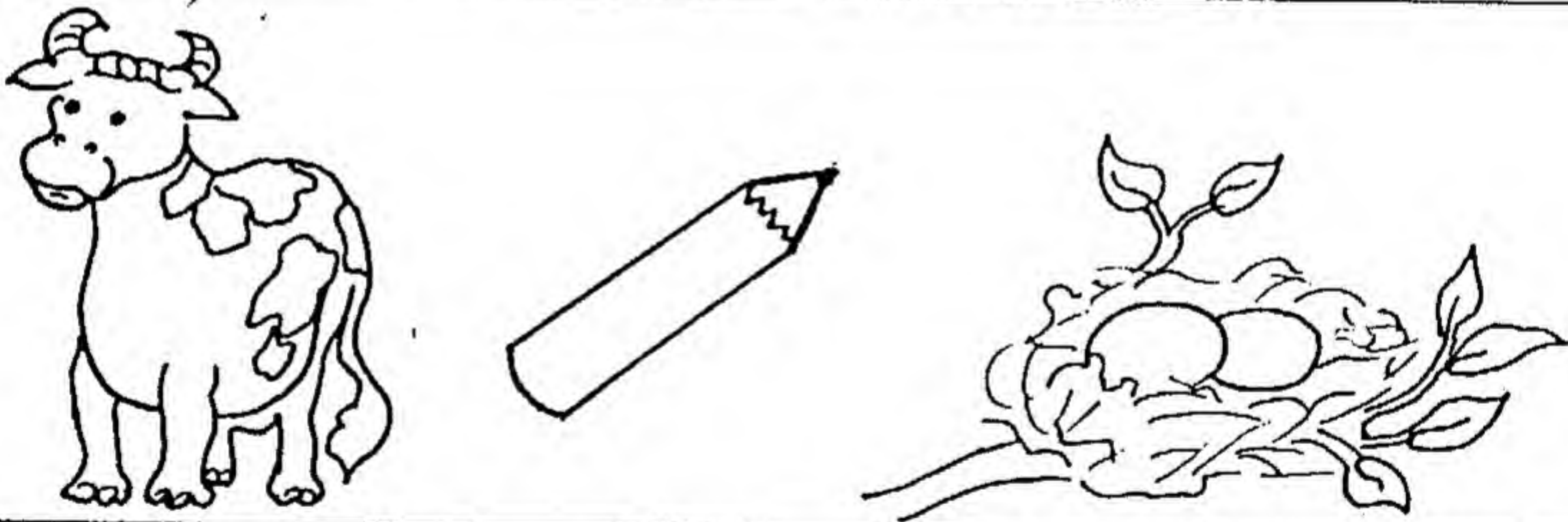
date: \_\_\_\_\_

day: \_\_\_\_\_

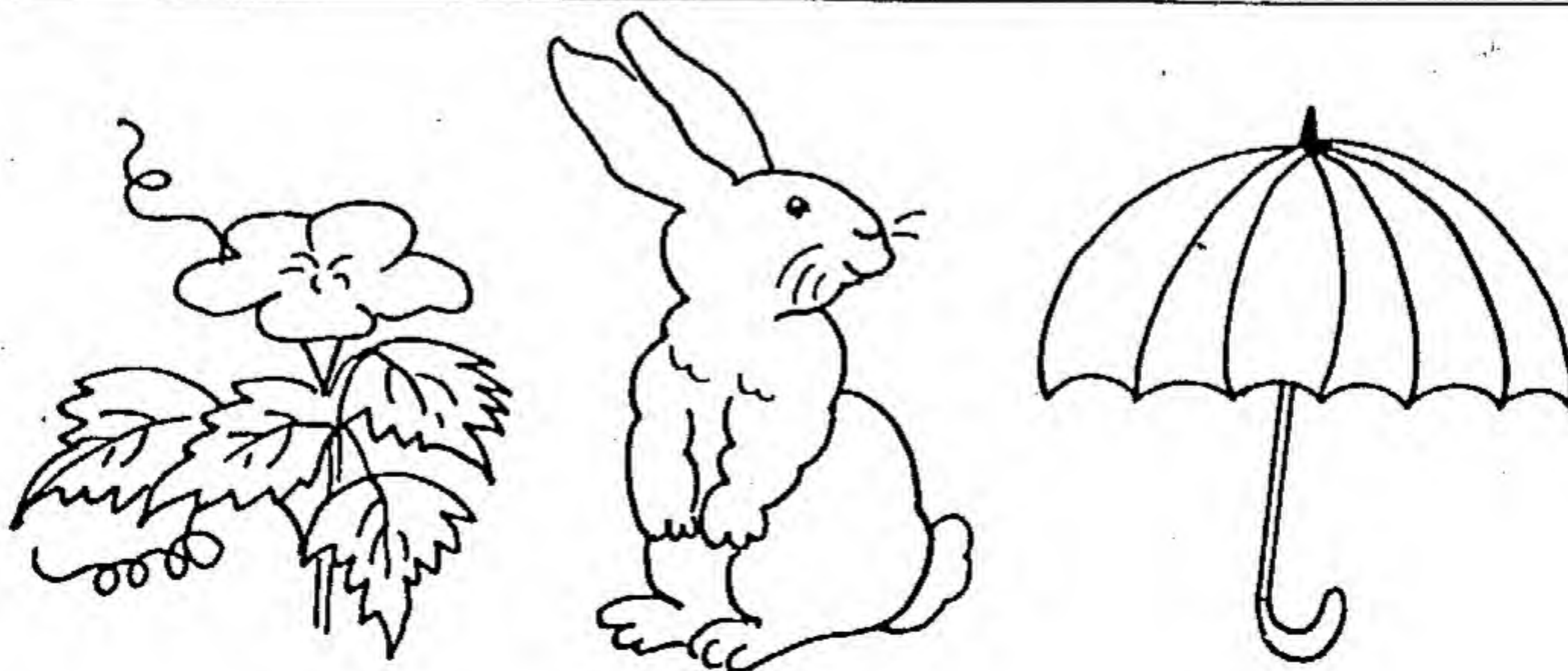
colour the picture beginning with sound k



colour the picture beginning with sound p



colour the picture beginning with sound u





# Worksheet

Level: Nursery  
Week: 8

Term: 3  
Day:

date: \_\_\_\_\_

day: \_\_\_\_\_

match the sound with correct picture

